

# School and Community

Vol. XV

DECEMBER, 1929.

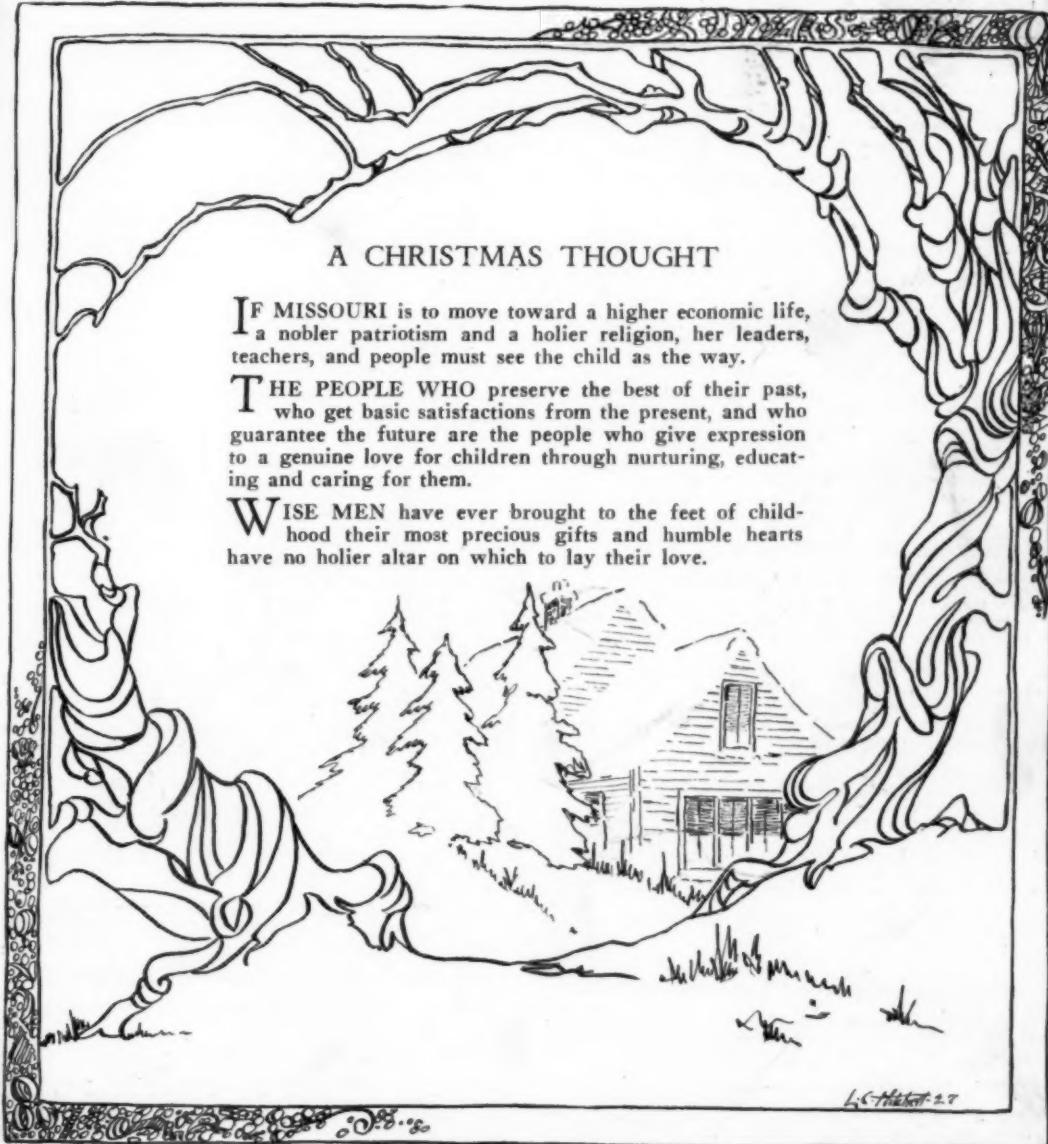
No. 10

## A CHRISTMAS THOUGHT

IF MISSOURI is to move toward a higher economic life, a nobler patriotism and a holier religion, her leaders, teachers, and people must see the child as the way.

THE PEOPLE WHO preserve the best of their past, who get basic satisfactions from the present, and who guarantee the future are the people who give expression to a genuine love for children through nurturing, educating and caring for them.

WISE MEN have ever brought to the feet of childhood their most precious gifts and humble hearts have no holier altar on which to lay their love.



# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XV

DECEMBER, 1929.

No. 10

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Next Meeting, Kansas City, November 12-15, 1930.

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- 4 All manuscripts must be in typewritten form on one side of the paper.
- 5 Be sure that your name, address and title appear in upper left hand corner of first page.
- 6 Contest opens September 1st, 1929, and closes February 15th, 1930. (No manuscript postmarked later than February 15th will be considered.)
- 7 Each contestant by submitting his manuscript waives any interest in the article submitted. Any or all of the essays submitted may be published in full or in part at a later date.
- 8 In case of a tie in any of the four divisions, duplicate prizes will be awarded.
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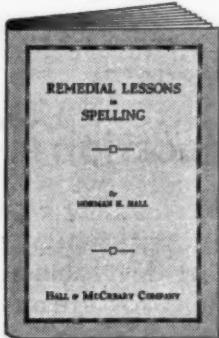
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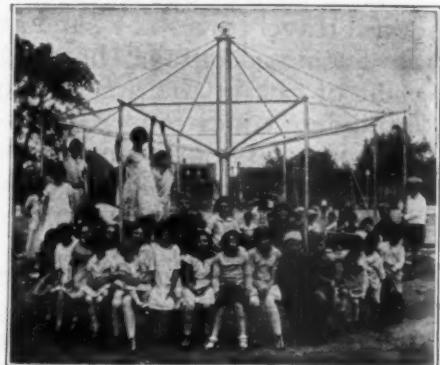
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# EDITORIALS

IT WAS a great convention. At the close of each convention it is the usual experience to hear such expressions as, "The best we have ever had." Such remarks were so frequent during, and at the close of, this Convention that we think most people who have been attending conventions for several years would agree to give 1929 the blue ribbon.

ONLY ONE CRITICISM was heard: "Too many numbers on the programs." More programs suffer from this cause than any other. Two "high powered" numbers are enough for a general session and one with the proper trimmings might be better.

From nine to twelve in the morning and from eight to eleven in the evening with three hours in the afternoon at division or departmental sessions, to say nothing of the breakfast, luncheon and dinner programs that are becoming so popular, make the day too long for the person of ordinary physique and the mental load too great for most of us.

The long sessions reduce lobby discussions, personal visits, shopping hours, and rest periods: all of which add to the value of a convention. They send one home surfeited in mind, tired in body, and lacking in the vigor and enthusiasm that four days away from the every day tasks of the schoolroom should give.

THE MUSICAL PROGRAMS bear the brunt of tardiness. Never has the host city given to the teachers so much good music as St. Louis tendered

to the teachers at this convention. Yet because of tardiness it was lost to many teachers. St. Louis is to be congratulated for the musical program of its schools, the excellence of which was so eloquently attested by the programs provided for the general sessions. It is to be regretted that these programs were presented to so few of the teachers and amid the confusion and distracting environment incident to the filling up of the auditorium. Another argument in favor of a shortened program.

THE ASSEMBLY OF DELEGATES transacted its business with decorum and despatch. The need for an "extra session" on Thursday to vote on the Constitutional Amendment brought the Assembly to the realization of the desirability of a change in the Constitution to permit a vote earlier. It seems that "laying over twenty-four hours" is not essential to proper deliberation when the proposal has been published in advance. Superintendent C. E. Chrane won the admiration of the entire Assembly by his good natured efficiency. His absolute fairness, his keen discrimination between essentials and nonessentials, his ability to hold matters of import to the center of attention and to courteously pass over the irrevalent make him an ideal presiding officer. His "administration" may properly be called the "Era of Good-feeling."

A later number will contain a full report of the important items transacted by the Assembly of Delegates.

## Resolutions Adopted by Assembly of Delegates November 13, 1929.

*To the Members of the Assembly of  
Delegates:*

We, the undersigned members of your Resolutions Committee, respectfully submit the following resolutions:

**BE IT RESOLVED:**

**I**

That we appreciate the interest in education of the Chamber of Commerce, the Advertising Club, the Convention and Publicity Bureau, and other civic agencies of St. Louis as shown by their helpfulness in the arrangements for the convention program and in the entertainment of the teachers while in St. Louis.

**II**

That we cordially thank the teachers of St. Louis for the efficient manner in which they have handled many of the details incident to the success of the convention and particularly for the program of the St. Louis Symphony Orchestra which was given to the teachers of the state by the teachers of St. Louis.

**III**

That we commend his Excellency, Henry S. Caulfield, Governor of Missouri, for his vision in inaugurating the movement for a state-wide survey of education and allied agencies in Missouri; that we commend also the action of the Fifty-fifth General Assembly in passing so unanimously legislation making this Survey possible;

that we commend the Survey Commission for the business-like manner in which it has gone about its work, for the employment of competent staff members, and for the large amount of time given by members of the commission to consideration of problems revealed by the survey.

**IV**

That we recognize the sincerity of His Excellency, Governor Henry S. Caulfield, in his desire to solve the educational problems of Missouri, that we believe in the wisdom of the Survey Commission and the ability of the various experts employed by them, and that we respectfully urge upon the Governor the necessity of presenting the report of this commission to the Fifty-fifth General Assembly of Missouri for its early consideration in special session.

(Signed)

W. H. LEMMEL, Chairman,  
M. G. NEALE,  
CHAS. A. LEE, Supt.,  
ELIZABETH L. WHITE,  
ATTIE MOORMAN,  
H. N. McCALL,  
HEBER U. HUNT,  
C. E. CHRANE,  
D. E. MATTHEWS,  
F. L. WRIGHT,  
L. W. RADER,  
A. H. BAILEY.

---

**THE NAUGHTY BOY**  
by Paula Wilhelmi

**I** F I COULD plant that acorn of his smile  
Into a richer soil,  
A mighty oak might grow and grow  
And pay me for my toil.

But if that precious little seed  
Decays here in the mire  
Mankind will lose a sheltering tree  
With sap of gold and fire.

## SOME HANDICAPS OF CHARACTER EDUCATION IN THE UNITED STATES

WILLIAM C. BAGLEY

A paper read before the Department of Superintendence, N. E. A., Cleveland, February 28, 1929.

PUBLIC EDUCATION in our country can lay just claim to a goodly number of outstanding achievements. Its wide expansion both outward and upward during the past generation has been unprecedented in history and is unparalleled among contemporary peoples. It has set a new and remarkable record both in the proportion of the total population enrolled in school and in the proportion of those enrolled who are retained and advanced to the higher levels.

Nor are the results of this vast expansion entirely of the intangible sort. They are definitely and measurably reflected in higher levels of health, culture, and economic efficiency among the masses of the people. Those who are responsible for the administration of public education are clearly justified in claiming a fair share of the credit for these advances. Through their specific health programs and through raising the general level of literacy and informed intelligence, the schools have certainly contributed to the striking decreases in the death-rate. The rising curves of enrollment in the high schools and colleges have been consistently and definitely followed by rising curves in the circulation and consumption of solid literature, both book and periodical, as the reports of publishers and of the public libraries abundantly prove. If the consumption of good art and good music could be similarly measured, it would doubtless reveal similar evidences of an advance to higher levels of culture for which the schools and colleges have been in large part responsible. Following the expansion of education, too, there has been an equally notable and an even more noticeable expansion of material prosperity. One may be permitted at least to suggest that our contemporary unprecedented prosperity has been influenced by some factors other than, or at least in addition to, the protective tariff and the careful nursing of big business; and that the higher levels of trained intelli-

gence made possible by the preceding expansion of public education have had something, if not indeed a very great deal, to do with it. Now that the national elections are over and the dominant political party again safely ensconced in power, one may perhaps make this claim without risking a charge of high treason.

When we come, however, to the type of educational effort represented in the general topic of this morning's program, the picture in many ways is not nearly so pleasant to contemplate. We need not dwell on the much discussed problems often referred to by the phrase, the "revolt of youth." In all probability the oncoming generation as a whole is no more committed to a moral revolt than were its predecessors back through the ages. Indeed, it seems to me as a whole rather more wholesome and clear-eyed than the generation that it will soon replace. But one can admit this general truth without being blind to certain specific conditions which are disquieting, to say the least, and which a responsible educational system must surely regard as part and parcel of its problem.

The situation involves something akin to a paradox. Among a civilized and enlightened people—and a people certainly not characterized by excessive immorality—an excessive amount of lawlessness just as certainly prevails. By far the most significant problem confronting the American people today lies in the apparent impotence of our institutions of law and justice to curb the wide prevalence of serious crime. There can be no doubt that our crime ratios are much higher than in any other comparable nation, and there is evidence that the ratios of serious crime have been increasing over a period that has witnessed a marked and in some cases a striking decrease in serious crime in every nation with which we would wish to be compared. In other words, the situation that we are facing seems quite peculiar to our own country. Nor can it be ex-

plained on the theory that other nations have sent their criminal classes to our shores. Insofar as the homicide-rates can be considered an index of the prevalence of serious crime, the American states that have the largest proportions of foreign-born population are actually among the states that have the lowest crime-ratios. We, ourselves, have sent substantial contingents of emigrants to one country—namely Canada—and on the whole a fairly good sampling of our own population. The Canadian prison records reveal the fact that the Canadian residents who were born in the United States show two and one-half times the proportion of criminality of the native Canadians, and double the proportion of criminality represented by the groups emigrating to Canada from Great Britain.

The crime-situation is not, of course, an isolated phenomenon. It is rather the result of definite causes, and it is obviously symptomatic of certain more fundamental and deep-lying forces in our national life. Sixteen years ago, at the Philadelphia meeting, I called the attention of this Department to the mounting crime-ratios as indicated by the rapidly increasing homicide-rates in our cities. This was before the War and long before the advent of national prohibition which is often regarded as the primary cause of the present situation. As a matter of fact, the difficulties that have been encountered in enforcing prohibition are themselves the product of tendencies that were in evidence long before 1920.

I shall attempt to set forth these tendencies as I conceive of them, somewhat in the inverse order of the difficulties that they oppose to the solution of the problem—although it may be said at the outset that there is no one of them that will not challenge the keenest educational statesmanship that our profession can command.

1. A most important handicap to all phases of educational efficiency in our country is the very great and constantly increasing mobility of our population. What this means in terms of retardation in the school progress of individual pupils has been shown by a number of investiga-

tions. We are interested just at present, however, in the effect of mobility upon the adult population. There are obvious inhibitions and repressions that go with a settled abode. The powerful social pressures that operate to control individual conduct in stable population-groups do not have a chance to operate with anything approaching the same force in mobile groups. With a highly mobile and an increasingly mobile population, then, the task of education is one of compensating in some way for the controls which population-stability would otherwise provide almost automatically.

2. A second factor of large moment can be traced to the diverse standards of conduct represented by our conglomerate population. Here immigration has, of course, played an important role; but even among our native-born population there is a wide diversity of standards, due to racial, sectional, occupational, cultural, and religious differences. What some large groups reject as wrong, other large groups accept as right. Not infrequently the laws of different states point in quite opposite directions. In some states, for example, the provision of separate schools for whites and Negroes is prohibited by law; in other states, it is illegal not to make such provisions. In one state the reading of the Bible in the public schools is prescribed by law; in another state, it is proscribed. One state permits no divorces; another states does a thriving business by making the process of divorce simple and easy. Certain states prohibit betting on the races; other states recognize and license the practice.

Obviously the task of ingraining a respect for law under these conditions is a fairly heavy order for education to carry out. It is made no easier by grotesque differences in the administration of the law. In one community a widow is sentenced to life-imprisonment for bootlegging; in another community a notorious wholesale bootlegger who has brutally slain his wife goes scot-free, his atrocious crime condoned by the sympathetic tears of a jury. Again it will be granted that building up a respect for law in our school children will be no child's play. Quite

obviously respect for law is much easier to ingrain if both the law and its administration are respectable.

3. A third factor is even more fundamental. It has been recently defined by the historian, James Truslow Adams, as something akin to a tradition of lawlessness. Our nation was founded on the basis of open and heroic resistance to clearly unjust laws imposed by the mother country. Mr. Adams has shown how this spirit persisted when our people came to make their own laws. Even so saintly a soul as Emerson doubted whether too close an observance of the law was the mark of a good citizen. He doubtless had in mind the fugitive-slave law in which he did not believe. On the other hand, Lincoln was savagely criticized because he held that this same law, which he disliked as much as Emerson, should nevertheless be obeyed. Individual choice of the laws which we shall obey or disobey as we like is no new thing. Kipling, thirty-five years ago, found it as a characteristic ingredient of the American Spirit—a subtle force—

That bids him flout the law he makes;  
That bids him make the law he flouts,  
Till dazed by many doubts he wakes  
The drumming guns that have no doubts.

And the guns have been drumming, although perhaps not in quite the way that Kipling had in mind. They drummed in Chicago only a few days ago. The cold-blooded atrocity shocked us—and yet every day throughout the year an average of more than a score of human beings in our fair land meet violent death at the hands of their fellowmen. One homicide every hour of every day is a conservative estimate of our unparalleled homicide record.

We pay due respect to the sturdy individualism that openly rebels against oppression; but this does not alter the fact that Lincoln was right. A democratic civilization must rest upon an ingrained respect for law. To effect this end is one of the primary problems of education. And if Mr. Adams is right, we have before us a task of the first magnitude, for, if he is right, it means nothing less than a transformation of some of the deep-lying **mores** of our people.

4. A fourth and most important factor

is unquestionably the very prosperity that education itself has helped to bring about. Material prosperity is not necessarily a debilitating influence, but no one will deny that it may be. If education would raise the economic level of the people, then, it must take steps to counteract the perils that increased wealth involves. Perhaps the chief peril of material prosperity is the sanction that it gives to ease and comfort and the paths of least resistance. Its clear tendency is to increase the spirit of individualism—to multiply the opportunities for the gratification of individual desires, and to minimize the significance of sacrifice and renunciation. The increase of wealth and the consequent increase of leisure mean an increased moral hazard.

During the past generation the forces that have operated to expand the reach and holding power of education have operated also to weaken the educational fibre, and consequently to prevent education from exerting its full potential influence against the debilitating tendencies that almost certainly go with increased material prosperity. It is obvious that the vast upward expansion of American education would have been impossible if the rigorous standards governing secondary and higher schools in other countries had not been very greatly modified here. We have been face to face with two alternatives: (1) We could limit our high schools and colleges to the few best fitted by nature and nurture to meet rigorous standards; or (2) we could open the high schools and colleges to the masses at a certain sacrifice of rigor. Consistently with our ideals of democracy we have chosen the latter course, and for one I rejoice that we have.

But we now face the very serious problem of correcting the tendency to looseness and softness that our policy so easily involves. Here, I believe, is the crucial problem of the next decade in American education. We must justify our democracy by demonstrating that, even with the handicaps of our mobile masses and the diverse standards of conduct represented by our conglomerate population and our tradition of lawlessness, and with an educational system that keeps its doors open to all throughout all of its levels,

we can make this educational system an effective source of mental and moral discipline for all—that, even under these handicaps and with this condition, we can make public education the steady and stabilizing force that it must be if our dreams of a triumphant democracy are to come true.

And our first task, I am sure, is clearly to recognize that the relaxation of standards, while justified in our efforts to realize our democratic ideals is not in itself a virtue. Quite naturally we have been glad to rationalize our policy, but this tendency has too often been an attempt to justify loose standards *per se*, rather than to recognize clearly and frankly the situation and its needs. As a result, educational theory has gone far beyond the needs of the situation; it has sanctioned looseness when, without in the least curtailing our educational expansion, it might easily have sanctioned rigor.

In short, the net effect of these rationalized justifications of relaxed standards has been to open the paths of least resistance. The influence can even be traced in the changes that have taken place in our educational vocabulary. Practically every term suggestive of strength and vigor and rigor has been replaced by a weaker term. Certain words are seldom mentioned in our discussions except as objects of opprobrium—such words, for example, as discipline, thoroughness, and system.

The educational practitioner and the educational administrator, in my judgment, have not been primarily responsible for these weakening tendencies. The spirit of the times has worked increasingly in this direction, and educational theory, in a very emphatic fashion, has compounded this influence.

The extent to which these softening influences have gone is most clearly seen in the increasing vogue of what I shall call the freedom-theory of education. In its popular form, which I am sure is very far from what the sincere advocates of the so-called Progressive Movement would indorse, this theory deifies individual freedom not only as an **end** of education, but also as the primary and most effective **means** to this end. Learning activities

must not be imposed; they must always take their cue from the immediate desires and purposes of the individual. The continuance of the learning process must be justified at each step by the learner's own satisfaction with its results; as the street phrase has it, he must get a "kick" out of each experience. Imposed tasks and prescribed programs of study not only violate the inherent right of the learner to make free choices, but are themselves either futile or negative as educational means. Just now the favorite theme is the "creative impulse." By the simple legerdemain of taking off the lid, it seems, one will be able to conjure creative products out of a vacuum. This may be true—but if it is the millennium should have synchronized with the Old Stone Age.

It would be unnecessary to refer to these extreme expressions of a theory which, sanely interpreted, has much to commend it, were it not for the fact that they have acquired a popular vogue of very wide dimensions which makes them especially dangerous at the present time. Even in their extreme form, they might have a salutary influence upon an educational regime that was ultra-wooden, ultra-formal, and ultra-rigorous, or in a nation long oppressed by the iron hand of autocratic rulers. At the present juncture in American civilization, however, they constitute about the last word in perilous adventure. They compound the forces that are already operating to weaken the educational fibre at the very time when a stiffening of that fibre is distinctly in order.

I have called attention to the social situation reflected by our heavy and apparently increasing ratios of serious crime. May I call attention to another symptom of the **Zeitgeist** with which education should be even more seriously concerned? I refer to the rapidly increasing ratio of divorcees to marriages. This phenomenon is particularly significant because it is hailed by many of our intellectual leaders as a sign of an increasing spirit of liberalism and tolerance among our people.

Let us look at the facts. Taking the country as a whole, the divorce rate has doubled within the past generation, start-

ing from an abnormally high initial point. It is still mounting. Today practically one marriage in every six may be expected to end in a divorce. In some of the states the expectancy is one in five; in at least one state, it is as high as one in three. How this compares with other not unprogressive countries is suggested when we find that, in proportion to the population, we have nearly fifteen times as many divorces in the course of the year as does Canada.

Now I have no prejudice, religious or otherwise, against divorce as such; I hold no brief for the immutability of the marriage contract; but I do know that broken homes are cruel wrongs to children; and every pertinent investigation shows that from such homes an entirely disproportionate number of delinquents, criminals, prostitutes, and other social misfits are recruited. I do not look upon our scandalous divorce-rate as a gratifying symptom of a growing spirit of liberalism among our people; I see it rather as further evidence of a growing individualism—of an increasing tendency to place personal comfort, personal pleasure, and personal happiness above the welfare of others—and in this case above the welfare of children. It is an interesting commentary that the identical theory which glorifies freedom as the inalienable right of children in their education can also serve to rationalize a social standard which will inevitably deny to children in everincreasing numbers the right to a normal home. I ask you which of these two "rights" the children of the coming generations will thank us the more for respecting and preserving.

As I see it, public education today is between two fires. On one side, it is tempted by the soft sentimentalism of the extreme freedom-theory; on the other side, it is assailed by the hard materialism which stigmatizes the budgets for public education as "sanctified squander." In a very real sense, public education is not only between Scylla and Charybdis, not only between the devil and the deep sea, it is between the upper and the nether millstones.

Public education will solve these problems. It will resist these pressures. But it will take hard thinking and some heroic

action to do it. In the meantime, it is facing a task the magnitude of which we are only dimly sensing. This vast expansion of education which has so greatly complicated our problem is something more than a mere concomitant of our material prosperity. It is in part a cause of prosperity, as we have seen; in part, it is an answer to very definite needs which other contributing causes of prosperity have brought about.

It is in fact a clear-cut expression of the needs of our industrialized civilization. With increasing acceleration, the routine work, the work that can be done without judgment, is being done by automatic machinery. Fewer and fewer are the opportunities to earn a living in the routine trades; greater and greater are the needs on the stepped-up levels that require intelligent adaptation. There are nearly two million fewer routine workers in agriculture and industry today than in 1920. There are many more workers on the levels represented by the professional and semi-professional callings. The crowding of high schools and colleges is no accident. It is the product of some of the most fundamental forces of social evolution. Even if it is a vague demand it is none the less a pressing demand for a type of instruction, inspiration, and discipline that will mean for the great masses a real intellectual advance. Even though they may be somewhat inarticulate, they are asking for bread—and we cannot, we must not, give them a stone.

And happily the pessimism that clouded our thinking for so many years as to possibilities of giving them real bread is now disappearing. The investigations reported last year at Boston demonstrated that intelligence can be, in some measure, influenced by nurture. Since that time, the newer reports are even more encouraging. I have every faith that if we put our shoulders to the wheel we can solve the problem.

From between these opposing pressures of soft sentimentalism and hard materialism, we can climb to a new plane—the plane of a virile, practical, and dynamic idealism. I told you sixteen years ago that we could not build our democratic structure on the shifting sands of soft pedagogy. That statement still holds.

There must be iron in the blood of education and lime in the bone. The only freedom that is thinkable today is disciplined freedom. In the individual as in the race, true freedom is always a conquest, never a gift.

For the motto of an educational theory meet for the needs of democracy in an increasingly industrialized civilization, I suggest the phrase, "Through Discipline to Freedom."

## VITALIZING THE ART CURRICULUM

Ella Victoria Dobbs.

A RECENT RESEARCH BULLETIN from the National Education Association is entitled "Vitalizing the High School Curriculum." The subject of Art in the High School opens with a liberal quotation from the Missouri State Course of Study for Junior and Senior High Schools as the best statement of the trend of the newer courses toward a clear statement of objectives. This is well merited recognition of the good work of Miss Jean Kimber of Harris Teacher's College and her Committee.

Quoting from the Sixth Year Book of the Department of Superintendence the article gives further emphasis to teaching of Art from the standpoint of the consumer as follows:

"First. The outstanding change in the aim of art education in schools is the emphasis upon teaching appreciation of fine quality of design—particularly in those objects and materials which, now or in the future, the child will need to select, arrange, or contemplate. In progressive schools, appreciation has almost completely superseded representative drawing. Formerly all children, whether talented or not, were put through exercises in drawing. Time is now more profitably spent in learning to choose dress materials, a rug for the home, color-schemes of houses, landscape plans, or to discover why one local building is ugly and another beautiful."

"Second. Another significant tendency is in the direction of allowing and encouraging the child to express his ideas, conceptions, and visions freely and in his own way in some art form. This emphasis is gradually replacing training in drawing and lessons in perspective as taught in many schools."

"Third. Art Principles. Under wise guidance, high school pupils may be led to abstract the same artistic principles from experiences employing widely different applications. The composition of a page of type with cuts can be made to yield the opportunity for the same kind of judgments and harmonious space relations as the design of a wall area with its subdivisions of space by doors, windows, and moldings."

Methods most frequently used in vitalizing art are listed as follows, the list being quoted from an article by W. G. Whitford:

"Fourth.

1—Illustrated talks by the teacher on the elements of art: line, form, tone, color, and composition.

2—Notebooks in which pupils paste examples from the fine and industrial arts to illustrate art elements in things of everyday use.

3—Stereopticon lectures, the slides for which may be obtained from state universities, art museums, and supply houses.

4—Organized trips to art museums, stores, civic buildings, and other points of local interest to view objects of great beauty.

5—Exercises in technic, experience with the various mediums of artistic expression, original creative work, and training in the use of art principles.

6—Bulletin board to display examples of beauty collected by both teacher and pupils.

7—Map for marking points of interest in the community.

8—Lectures and exhibits by representatives of stores and factories."

Concerning Art in the elementary grades the article quotes indirectly from Albert W. Heckman thus:

"The chief value of art in the elementary grades is in the enrichment it offers to school life."

"Fifth. Modeling clay, painting pictures, looking at pictures, and all sorts of manual activities are necessary for the fullest development of child life. Art here is self-expression. Appreciation grows and creative skills develop subconsciously.

It is quite enough that the teacher simply acquaints the pupils with a wide range of related illustrative material and provides ample raw material for creative self-expression.

The more formal the lesson in art becomes, the less it is of art value.

In the fifth and sixth-grade work the development of real skill is of great importance. Skills in art that are not partially developed in childhood rarely achieve great heights later in life. The consciousness of what the child does is invested in the teacher. The child's school life is sufficient unto itself.

In the high school the objectives begin to anticipate what the student must do when he leaves school and increase emphasis on the development of the individual students intellectual and aesthetic growth."

"Sixth. The art teacher can be of real service to other teachers if he can show how life in the junior and senior high schools can become more than a 'means to an end' as it so often is now.

The way in which the art teacher can do this is by directly relating art to the

student's individual life, to his home, and to his immediate surroundings.

Much of the educational value of art teaching lies in the teacher's point of view. If the teacher is academically minded, he will tend to ignore the relation of art to the student's life, his home, and his immediate surroundings, and will try to make productive artists of all his students. Painting pictures and making designs for commodities are not sufficient to place art work in the junior high school on an educational basis. Something must be done to show students how art in everyday life is related to them.

Pointing out to a student the fine relationship that exists in a work of art is one way of going about this problem. Another way is to develop his selective judgment as a consumer of art objects. A still better way is to develop his ability to select and effectively combine necessities of life in relation to his appearance, his home, and his community.

"Seventh. The development of art appreciation and creative ability necessitates well-informed and carefully trained teachers.

The art appreciation course in the senior high school should deal first of all with the art of today. Art magazines, reproductions of works of architecture, sculpture, paintings, ceramics, textiles, furniture, metal work, posters, books, and other minor objects should all be brought into play. It is not so essential that many objects of similar nature be brought in as it is that a variety of objects be dealt with."

### D E C E M B E R

Oh! holly branch and mistletoe,  
And Christmas chimes where'er we go,  
And stockings pinned up in a row,  
These are thy gifts, December.  
And if the year has made thee old,  
And silvered all thy locks of gold,  
Thy heart has never been a-cold,  
Or known a fading ember.  
The whole world is a Christmtas tree,  
And stars its many candles be,  
Oh! sing a carol joyfully,  
The year's great feast in keeping.  
For once, on a December night,  
An angel held a candle bright,  
And led three wise men by its light,  
To where a child was sleeping.

—Harriet F. Blodgett.

## A TRAVELOG OF TWO FLYING PEDAGOGS

Being a mixture of fact and fancy incident to the maiden flights of State Supt. Lee and Dean Neale who recently flew from District Association to District Association making six meetings and traveling nearly 1000 air miles in less than 10 hours of flying time.

**W**HEN STATE SUPERINTENDENT Chas. A. Lee and Dean M. G. Neale of the School of Education of the University of Missouri, accepted last summer invitations to attend and address each of the six District Teachers Associations which were to be held on the same days, October 24, 25 and 26, they were evidently imbued with the feeling that some way would be provided for doing the impossible. After having made the promise, however, they assumed the responsibility of making the way to fulfill it. A high powered car was the first idea to suggest itself. That was easy until material considerations thrust themselves into the forefront. Long distances would make necessary, in some cases, an all night's drive. The presence of earth roads and many detours made extremely doubtful the possibility of filling their engagements even by driving of nights. The human mind is too finite to foresee the doings of the highway commission when it comes to the wrecking of roads. Then, in order to make a public address, one needs to have had in the not too distant past some relaxation more complete than one can have at the wheel of an automobile he is driving at capacity speed. These gentlemen are in the habit of making good their promises. They were scratching their heads in an effort to discover a method by which they could not only get their bodies to six widely separated geographical locations but also a means that would get their minds there in a condition to appear before large groups of teachers. Hard scratching pressure produced the idea "by air."

The Alton Brothers of Columbia, Missouri were known to the gentlemen who needed timed, and rapid transportation. Their pilot, Mr. Montgomery, was known to them as having a reputation for dependability. Negotiations were at once opened and the schedule arranged. After dealing with insurance companies, drawing wills, and arranging other worldly matters, the plan was complete.

Wednesday afternoon, three o'clock was the hour set for the high dive into the ethereal blue. For a month Missouri had been putting on her choicest brand of "October's bright blue weather"; of course it would not change on the particular day when Lee and Neale were to essay the heights "attained by sudden flight." But weather is a fickle mistress. The day dawned grey, the wind by noon had whipped to the northwest and attained the chill of winter. At two-thirty heavy clouds had brought a gloom of approaching night to the landscape. Mists of cold rain fogged the windows and an occasional flake of snow heralded the approach of the season's first snow storm. But at Alton's Flying Field near Columbia were two educators, nothing daunted, ready to make their debut into the society of soaring spellbinders. The Waco bi-plane was rolled out of the hangar, nosed to the cold northwest, cranked and left to warm-up. The wind velocity increased. Winter opened up the eaves of Kabibonokka and pushed the mercury down close to the freezing point. The pilot looked to the wind indicator which stood turgidly pointing to the southeast. The little Waco shivered while it was warming up. The Dean and the Superintendent donned extra sweaters and put on other celestial makeup such as helmets and goggles. They posed for a picture. The photographer wiped the snow from the lens of his instrument, pressed the bulb, and waved an o. k. They stepped into the cock pit, wedged themselves down as far as the narrow seat and their winter width would permit. The plane taxied into the wind, rose hesitatingly, tipped a little toward Mr. Lee's side and was soon lost to view in the dismal slate colored clouds, of snow and rain.

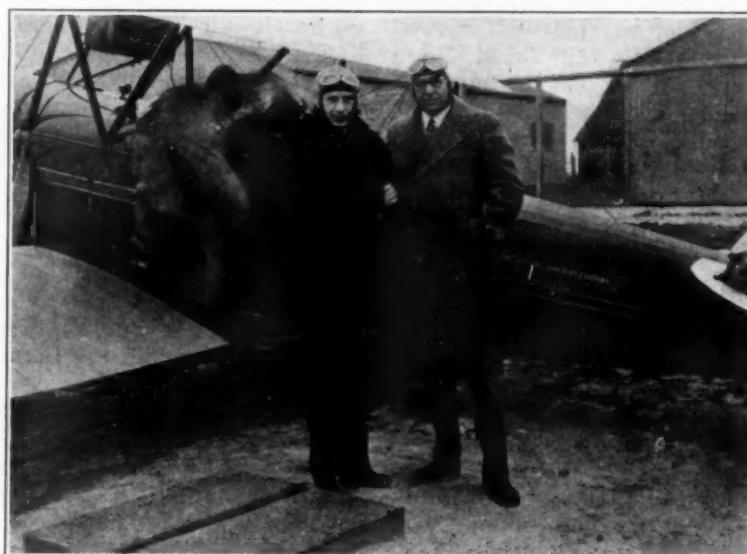
This is as far as the spectator can tell the story. We will let State Superintendent Lee continue:

"When we regained consciousness, we were something like fifteen hundred feet in the air and flying somewhere in the

region of the North Pole. A cold wind was wailing and screeching by us at the rate of a hundred and fifty miles an hour. We did not know how long we had been in the air, but wondered that we were not frozen stiff. We began looking around for the North Pole and were wondering by what means we might recognize it, when, lo! and behold! a well appointed flying field appeared to our astonished view. It was strikingly like the one we had left at Columbia, only in reverse position: a paved highway like No. 40 ran along the north side of it; to the north-

turning of which we had been ignorant. So it is with all our prejudice. The world turns around while we have our mind on something else and we feel sure that we are going in one direction when in fact we may be travelling in the opposite."

"Allton's are also and chiefly automobile people; a car with our persons on board was soon swaying, swerving, and skidding over the road to Kirksville; we were ruminating on how safe flying was as compared with this sort of foolhardy, death-daring method of travel. But we made our appointment.



Superintendent Lee and Dean Neale ready to try their wings.

west lay a city that looked somewhat like Columbia, likewise reversed. Strange place, we must have been unconscious a long time! We were landing, and presto, when our feet touched the ground the landing field suddenly whirled round and we recognized the Allton Flying Field which we had left."

"We were assured by Mr. Montgomery that we had not made the complete rounds as we had planned but that he had, on account of the 'low ceiling' and 'poor visibility,' which was growing worse, felt that it were best not to go further into the storm. He had turned round without our being aware of it, and the strange look which the Field presented was due to a prejudice in our minds produced by the

"Later in the evening we were informed by telephone from Alltons at Columbia that arrangements had been made to have us picked up at Kirksville by a Curtiss Robin Cabin Plane in the morning. We felt better.

"Seven o'clock Thursday morning found us at the flying field near Kirksville, straining our eyes for a plane which we expected every minute to appear in the southeast. The morning was bright and a crisp wind was coming from Maryville, our next destination. An hour passed, nothing had appeared on the southeast horizon. We began to wonder if after all the boys at Columbia had failed us. We wanted to get to a telephone and tell someone about the value

of dependability, and explain that it was not the pleasantest pastime in the world standing out on a bleak, cold prairie looking for something that isn't there. Just as we had given up hope, and was trying to think of the meanest words in the language to use on the people who we thought had upset our plans, here came the plane.

"Our new pilot, Mr. Gray, a young man who is a student at Northwestern, a very cordial chap, informed us that he could put us down in Maryville in time for our appointments. We stepped into the cabin, commodious and comfortable, and were off on the second leg of our journey, against a stiff wind, but with fair skies and a beautiful world—the biggest we had ever seen at one time. Our pilot had never been to Maryville. We showed him its location on the map. He drew a straight line between the two points indicated by Kirksville and Maryville, took the course, and did not vary from it until Maryville came into view.

"We spent a little time flying around the college looking for a soft place to light. Landing is the important point in safe flying. We learned that a good pilot always has two or three places in sight where a landing might be made if anything should go wrong. We landed west of Maryville at 10:45, having spent one hour and twenty minutes on the trip, a distance of 175 miles by the 'highway,' which, incidentally, seems to be a designation that has outlived its appropriateness.

"Landing at Maryville forty or fifty boys seemed to spring from nowhere and rush toward the ship to give it an inspection. Throughout the entire trip the boys and girls were keenly interested in our ship and our journey. If their interest is a criterion, it is safe to predict that most of them will be traveling by air.

"We were a little late at our arrival but the President of the Maryville District Association, Miss Irene O'Brien, promptly called the meeting together and we had plenty of time to say our speeches before noon."

#### From Maryville to Warrensburg.

"We left Maryville at three o'clock, having had a little trouble in cranking the engine and 'warming up.' In ten minutes we were over a line between Guilford

and Barnard, in 11 more minutes St. Joseph was directly to our right; Clarksville, Osborne, Plattsburg, Lathrop appeared in surprisingly quick succession. At 3:54 we were in South Missouri, crossing the river between Napoleon and Wellington. Fortunately they were not fighting.

"In one hour and fourteen minutes after leaving Maryville, we landed south of Warrensburg at Pertle Springs, after reconnoitering a while for a landing place. We were starting to a house to telephone for a taxi when here came the ever present American boys consumed with interest in the airship. They very graciously took us to town in the car in which they had chased the plane to its landing place."

#### From Warrensburg to Joplin.

"We were keen for the flight on Friday morning. Shortly after seven we were at the plane. Thirty minutes were consumed in warming the engine. We get into our automobiles on the coldest morning and start right off knowing that if the engine sputters and dies that it will not amount to much. Not so with an airship. For the engine to die while the plane is near the earth may prove disastrous. We are informed that the engine must attain a temperature of about 40 degrees centigrade before it is safe to take off.

"We were off at 8:06, straight against a headwind making it necessary for us to fly low, never reaching an altitude of more than a thousand feet. Winds are influential matters in flying. From Kirksville to Maryville we had flown low on account of a head wind. From Maryville to Warrensburg we had flown at an elevation of 5300 feet in order to get the advantage of the tail wind.

"The skies and air were clear and we had a wide view from horizon to horizon. From over Appleton City at 8:35 we could plainly see Butler some twenty miles to the west. The sight of Butler stirred old memories in my mind for here I was the superintendent of schools for nearly four years. From LaMar I could readily recognize Mindenmines to the right, where I used to go to see the lady who is now my wife and who was then a teacher there. What a timesaver the airship would have been on those trips. We lit in the flying field some five miles from Joplin and were

met by our good friend, Mr. Blaine, Principal of the Joplin high school, who took us into town in good time for our program."

#### From Joplin to Rolla.

"Before leaving for Rolla where the meeting of the South Central Association was being held, we decided to land at St. James, ten miles beyond Rolla, on account of the better landing field there. We took off at one-forty-five and passed over the splendid airport at Carthage ten minutes later; Avilla, Red Oak, Greenfield and Miller appeared to our view in quick succession. At our left we saw Walnut Grove and her new school house. We saw Springfield to our right and Morrisville dominated by the Marion C. Early high school building appeared on our left. At 2:55 we crossed the Gasconade river and realized how very crooked it is. We are glad it is not as straight as our course is for then many a good fishing hole that it contains would not be. In ten more minutes we crossed Big Piney and sighted Possum Lodge where we with T. J. Walker once enjoyed a most pleasant retreat away from this hustling busy world. At three fourteen we passed the Strawhun rural school where I spent four happy years at teaching. I suddenly realized that from where I had lived, two miles west of Rolla, to this school house used to require thirty or forty minutes of time. Now I had made it in one minute. After circling Rolla a couple of times the pilot again turned the plane toward St. James. We told the pilot to veer a little to the right and we would show him the place where one of his passengers had lived as a boy and where his parents now lived. Two minutes after leaving Rolla we were over the house where the elder Mr. and Mrs. Lee now live and recalled that in the old days it sometimes took an hour or more to make the trip. The pilot said he would pay the house a little visit, so he turned the plane and made three low circles right over the house. Mother was easily recognizable to her son but little did she realize that the man who waved frantically and shouted loudly in an effort to tell her, was 'her boy.' This was really the thrill of the trip for me.

"We landed at St. James after a flight of one hour and thirty-eight minutes and

were quickly taken by auto to Rolla over Highway 66."

#### From St. James to Cape Girardeau.

"Saturday morning we took off for Cape Girardeau, a distance, as the pilot informed us, of 130 air miles. He also told us that the side wind would probably disappear at a proper height. So we climbed to an elevation of 6000 feet and found a good tail wind which caused us to reach our destination twenty-five minutes sooner than if we had flown low.

"Leaving St. James at 7:41 we were over beautiful lake Killarney at 8:15, near Arcadia. From this height we had a beautiful view of the Ozarks spreading across the southern part of the state. At 8:22 we passed over Frederiektown and saw the "Old Swimming Hole" that I had visited once with "Dick" Cozean. Here we had a wonderful view of the Black River; we followed the course of this river by the cloud of fog that traced its windings and imagined we could see the club house west of Piedmont where with Walker, Carter, Burton, Scarborough, and Dick Cozean we had once spent a most pleasant week end. The concrete road which seems rather straight when we are driving on it looked from our elevation like a little grey ribbon carelessly strung over the hills. We were very much surprised along the entire trip at how crooked the highways looked from the air.

"We first sighted the Mississippi at 8:31. It had the appearance of a silver ribbon losing itself in the distance. We sighted Cape Girardeau at 8:43 and landed at 8:50 making the trip from St. James in one hour and nine minutes. We were met at Major Custaden's field by President Serena and representatives of the Southeast Missourian, published by the Naeter Brothers, who recently celebrated the twenty-fifth anniversary of their paper.

"We left Cape Girardeau at 1:02 and landed at Jefferson City at 3:01, the time being one minute less than two hours for this log of the trip. This was the roughest part of the journey. The reasons as given to us were as follows: (1) We were facing a strong head wind, and (2) the day being warm and clear caused the air to be unevenly heated which created pockets. We found out on our trip that

it is always better to fly early in the morning as the air is usually much smoother."

**"Sold" to the Airship Idea.**

"We enjoyed the trip very much. As we had always wanted to travel faster than our automobiles could take us this was about the first time in our lives we really had the pleasure of going as fast as we wanted to go.

"We are very much 'sold' on the proposition of using planes for the District Meetings. If the Meetings are held on the same dates next year the thing to do, we believe, would be to charter three or four

planes and have three or four pairs of speakers to make all the meetings. This would increase the efficiency of the Meetings and very materially decrease the cost.

"As the airplane is such a wonderful time saver both of us came to the conclusion before the trip was over, that we were going to change our vocations. So you need not be surprised any time in the future to learn that we are licensed pilots thereby having the approval of the government to pilot a 'ship' through the celestial blue."

## TEACHING CONDUCT IN THE PUBLIC SCHOOL

### A Program of "Human Engineering" That is Proving Effective in the Detroit Schools.

This article was written by Lyndon Babcock, Ass't. Sec'y. Pathfinders of America, for the School and Community at the request of the Editor.

Eight years ago a man endowed with a liberal amount of common sense, and a love for children, was invited to talk to a class of seventh graders at a Detroit school on "Human Engineering." So eagerly did these children respond and so obviously helpful was his talk, that teacher and principal and pupil insisted he come again. He organized the class into a "Pathfinder" council, and came every month, to present a new lesson. Then the principal of that school asked that her other grades be given this same opportunity, and so the Pathfinders of America came into being. The work grew, until last year there were several hundred classes in sixty schools, a staff of eight specially trained and qualified instructors and a well organized office behind them.

There are two methods of character training—the indirect and the direct. The former is presented by the room teacher and no specific time is set apart for it. Its chief weakness is its dependence on her temperament, training and ability. The indirect method is incidental and haphazard; the direct is carefully planned and intentional.

Of course, every learning situation presents an opportunity for character growth. But this is not sufficient. Forbush, in his "Honesty Book," says, "The principle value of a talk on morals is that it helps

a child to see clearly enough to recognize it. The teacher who tells you that he 'prefers to improve his children through the moral atmosphere of the school' is using the very best means known, a means much better than mere talking; but 'moral atmosphere' alone is a bit vague. Children need to learn how to give things their right names. They need to have some definite ideas to choose from, and help in choosing. The 'atmosphere' needs a clarifying flash of words once in a while. A talk may throw this light. It may give a moral significance to acts of which they have not realized the meaning. It may expose some treacherous fallacies."

It is a strange thing that with all the books that have been written and all the lectures on the subject being given at our normal schools, the successful programs of direct moral training that have been in operation one year or more can be counted on the fingers of one hand.

Our eight years of pioneering in this field have given us a wonderful background of experience and we feel that we have evolved some principles of plan and presentation that are worthy of the attention of those that are considering the adoption of any program of character building.

Our plan differs from the ordinary program of direct moral training chiefly in that specially trained and qualified in-

structors come to the school from the outside and thus are saddled with none of the handicaps that would be theirs if they were in daily contact with their charges. There seems to be a growing recognition that this is the way to do it. Supt. W. J. Bogan of the Chicago schools says, "If Chicago wants to become known as the crimeless city it may do so by building character as it builds skyscrapers—by having trained architects draw the plans and make the blueprints and skilled artisans erect the structure. Erecting a skyscraper is not guess work; neither should character training be."

We maintain that Human Engineering is as important as any other kind of engineering, and like the other forms, should have specialists present it. For a long time we have thought that morality was something like the measles; it could be caught if there were enough germs floating around. Moreover, a few years ago we lacked the tools that we have today to build character on any mass scale. Psychology and sociology have given us these tools and today conduct can be taught as easily and effectively as any of the three R's.

Of course no religious implication enters our teaching. Probably more well meaning programs of ethical instruction have gone on the rocks for this reason than any other. We never allude to the Bible or any religious prophet. We teach that a child is punished by his sins and not for them. We point out that the universal law of cause and effect is operative in his life just as it is in nature and he can no more avoid the consequences of his thoughts and actions than he can his own shadow.

There are three lesson contacts a month. The classes are organized into units of self-government, called "councils" and the room teacher is merely an observer. A Pathfinder instructor discusses the lesson with the class in an interesting, helpful way, never scolding or preaching, and allowing the boys and girls to bring from their own life experiences, the proofs of the lesson.

The second contact with the lesson comes two weeks later when at a regular period the class discusses this lesson by

themselves, aided by a lesson sheet which each pupil receives, and a list of problems which the class President presents.

The third contact is furnished by having them write letters (which are picked up by the Pathfinder Instructor at his next visit). In these letters they tell what they have gained from the lesson and how they believe the teachings can be applied in their own lives. Here is a typical letter from an 8th grade boy:

"I think the lesson on 'Be Faithful to Yourself' did me good. I had an experience Wednesday. I was faithful. I broke a window and I could have ran away, but I stayed there till the man came out and discovered his broken window. We were standing around and he asked us who broke the window. I told him I did it, but it was an accident. He said he would see my father about it. I think I was faithful to myself because I didn't tell a lie."

In the lower grades the lessons include the simple virtues such as "courtesy," "thoroughness," and "truth"; later on, as their social horizons widen, they take up "Our Value in Society," "Rights vs. Duties," etc.

Without exception, the principal of each school which has invited this program (and it is installed in no other way) reports an increase in both scholarship and deportment. As one Principal says "I would give up any single subject in our curriculum to make room for Pathfinder instruction, if it were necessary."

Our teaching has no emotional appeal. Fear in any form has no place in moral training. It can be taught positively, in three logical steps: right and wrong are identified; a desire for right, and a distaste for wrong are cultivated; thirdly, actual habit formation is encouraged. No laws are ever quoted, unless they are Nature's own; no loyalties are ever exacted, except to the pupil's own self. We teach loyalty to accumulated ideals, knowing that if a child has gained the ability to make a deliberate choice, based on a thorough understanding of the consequences of his thoughts and actions—he cannot go far wrong in any situation.

## A STUDY OF THE FUNDAMENTAL PROCESSES IN ARITHMETIC

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Teacher of Mathematics Edward H. Long School, St. Louis, Missouri.

Ben C. Milster,

Principal Edward H. Long School, St. Louis, Missouri.

DURING THE SCHOOL year of 1927-28, the writers made the following study in the Edward H. Long School, one of the modern elementary schools in St. Louis, Missouri.

The pupils of this school are representative of an average city school district. There were 320 pupils in the study; 46 in the 8th grade; 97 in the 7th; 89 in the 6th; and 88 in the 5th.

The purpose of the study was three-fold: first, to diagnose difficulties; second, to remedy them; and third, to retest in order to reveal the results of the remedial measures.

To raise the standard of achievement in the fundamental processes in arithmetic, it was necessary to diagnose the causes of failure and to apply the proper remedies. A number of standardized and informal tests were given to the pupils to determine the errors made by the class, the group, and the individual.

### Diagnostic Measures

In September, the Stanford Achievement Test—Advanced Examination—Form A—Test 4 was given to all the pupils in the Long School from the fifth to the eighth grade inclusive. A careful tabulation of the results of the test was made on record sheets. Monroe's Diagnostic Tests in Arithmetic Operations with Integers; Operations with Common Fractions, and Multiplication and Division of Decimal Fractions; Courtis Standard Practice Tests, and Courtis Standard Research Tests; St. Louis Test-Processes in Arithmetic; and Woody McCall Mixed Fundamentals Forms I and II were used to aid in the study.

Since the methods of diagnosing the difficulties were essentially the same in each grade, a class of forty-one eighth grade pupils will serve to illustrate the methods used in determining the errors of a class, a group, or an individual. All subsequent diagnostic and remedial

methods, tabulations, and graphs refer to this eighth grade class. Five eighth grade pupils were transferred before the term ended, hence only forty-one of the forty-six were in the complete study.

The examples in the Stanford Achievement Test furnished an average arrangement of the types of difficulties met by the pupils. The results on the individual papers indicated the particular types of difficulties of each pupil. From this test a compiled tabulation revealed the errors of the individual as well as those of the class. The tabulation sheet on the following page gave us a very good picture of the class and served as an excellent starting point.

### Remedial Measures

All work was introduced by class instruction and demonstration. After the initial introduction, the checking and correcting of persistent errors, as well as any subsequent aid that was found necessary, were conducted by individual instruction. A consultation was held with each pupil in order that he might have an opportunity to study his score sheet and note the types of examples on which he failed. These pupils were grouped according to their types of errors and retested with especially prepared informal tests to ascertain whether the errors, made on the original tests, were caused by lack of ability to handle the type of example, or merely by careless work. The pupils who showed a lack of ability were allowed to do their work orally in order to help the writers locate the causes of errors.

After the class was divided into its respective divisions, each group was assigned special work with the types of examples in which the errors were made. The work of checking and pointing out recurrent errors, was an individual procedure. Since it was possible to make satisfactory progress in drill work only after the facts were taught properly,

Blank spaces indicate correct answers.

Cross (X) marks indicate incorrect answers.  
Zero (0) marks indicate omitted or skinned.

Zero (0) marks indicate omitted or skipped. Interrogation points (?) indicate examples not

Each case number represents a pupil reached.

INDIVIDUAL ARITHMETIC ACHIEVEMENT DETERMINED BY THE  
STANFORD ACHIEVEMENT TEST—FORM A, TEST 4, GIVEN TO THE  
EIGHTH GRADE PUPILS OF THE LONG SCHOOL, DURING SEPTEMBER  
1937

was necessary to check each pupil's work carefully.

The organization of the pupils was made on the basis of the percentage of errors found. The frequency of each error determined its seriousness. An error made by approximately fifty per cent of the pupils was considered serious enough to be given class attention; one by more than twenty per cent and less than fifty per cent as a group error; and one by twenty per cent or less as an individual error.

If errors were common to the class, the difficulties were analyzed and the whole class participated in the same phase of the work. The checking on this type was individual because it proved to be an economical method of eliminating the errors. When the errors common to the class were eradicated, the pupils were retested on this phase of the work before they were arranged into groups for the second and third types of assistance.

The groups were given special assistance in the types that represented their difficulties. Each fundamental process was analyzed from the simplest form to that representing the greatest difficulty. Each pupil was given a list of examples covering his particular types of errors and he had to become familiar with them to the extent of recognizing and solving them.

For those pupils who required individual assistance, the writers were aided materially by their oral work. Their special difficulties were readily observed and their eradication more speedily accomplished. These pupils were given mimeographed sheets representing their types of difficulties.

In addition to these mimeographed sheets, each pupil was allowed to present any type of work in the fundamental processes that he did not completely understand. After their difficulties were mastered, it was interesting to note how eager the pupils were to present original examples representing the types that had caused them trouble.

The best students were selected as checkers for the special groups. Those who remained below the standard were given individual assistance by the writers.

The pupils of average ability had as their objective a higher degree of accur-

acy combined with a better time limit. To them the performance of the mechanics offered little difficulty, and their need was a fixation of correct habits. In the group listed for individual instruction, the need of careful study was urgent. The pupil, whose difficulty with the multiplication tables prevented correct results, worked with individual flash cards. He had a set of flash cards covering the particular errors that caused his troubles. On one side of the flash card, the completed combination was written; while on the reverse side, only the elements of the combination appeared. During periods of independent study, the pupil took his flash cards and tested himself in the following manner: looking at the card " $6 \times 7 =$ ", he said to himself, "42"; then turning the card over he saw  $6 \times 7 = 42$ . If he failed to give the correct answer, he would place it in a pile for further study. The cards in the pile that he did not know, were studied from the front side containing the completed combination. He then repeated the original process of testing himself.

The same method improved the pupils lacking addition, subtraction and division accuracy.

After a definite time was allowed for this improvement, the class was tested with a mimeographed sheet, covering their errors. Readjustments became necessary as a result of this test. New classifications were made and the work of eliminating errors again became the task of the various divisions.

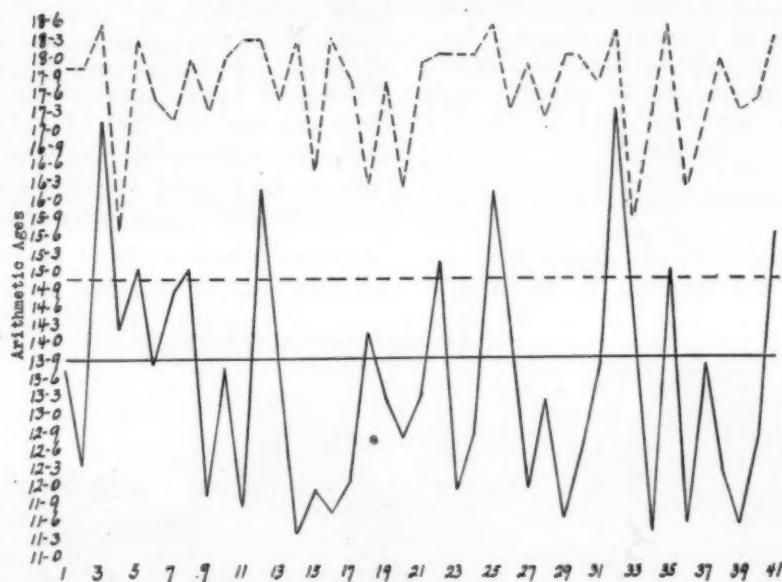
The class time devoted to diagnostic and remedial work in this study was approximately thirty minutes per week.

#### Results.

A graphic representation of the results of this study is shown as follows:

In May, the Stanford Achievement Test—Advanced Examination—Form B—Test 4 was given to the class. In September the total number of examples attempted by the eighth grade was 1615; in May, 1803, which showed a gain of 188 or 11.63%. Of the number of examples attempted in September, 1229 were correct; in May, 1660, which was a gain of 431 or 35.06%. The per cent of accuracy in the September attempts was 76.09%; in May, 92.06%, which showed a gain of 15.97%.

**A Graphic Representation of the Eighth Grade Pupils' Achievement,  
Determined by the Stanford Achievement Test—Advanced Examination—  
Forms A and B—Test 4, Given in September and May Respectively.**



Solid line graph represents September achievement.

Broken line graph represents May achievement.

Solid horizontal line represents the authors' norm in September.

Broken horizontal line represents the authors' norm in May.

The case numbers at the bottom of the graph represent individual pupils. Each pupil is represented on the graph, but only the odd numbers are expressed because of the lack of space.

The difference between the Arithmetic Age in September and May denotes the improvement of that pupil during the 9 months of the study. To illustrate: Case 1 had an Arithmetic Age in September of 13 yrs., 8 months; and in May 17 yrs., 10 months—an improvement of 4 yrs., 2 months.

**Graphic Representation of the Eighth Grade Median Achievements.**

**September Medians**

Chronological Age  
Mental Age  
Arithmetic Age  
Authors' Median

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
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13 yrs. 4 months  
13 yrs. 4 months  
13 yrs. 3 months  
13 yrs. 10 months

**May Medians**

Chronological Age  
Mental Age  
Arithmetic Age  
Authors' Median

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

14 yrs. 1 month  
14 yrs. 1 month  
17 yrs. 11 months  
14 yrs. 11 months

Each square represents one year.

The median Arithmetic Age in September was 7 months below the author's standard; while in May the Arithmetic Age was 36 months above the standard.

In September, there were only 14 pupils in the eighth grade group who met or passed the authors' standard; in May, 41 pupils or the entire group, which was a gain of 192%.

The greatest individual gain was 6 years, 9 months; and the least gain 1

year. These gains were figured on the basis of twelve months to the year. The median score in September was 120; in May 166, which was a gain of 46 points.

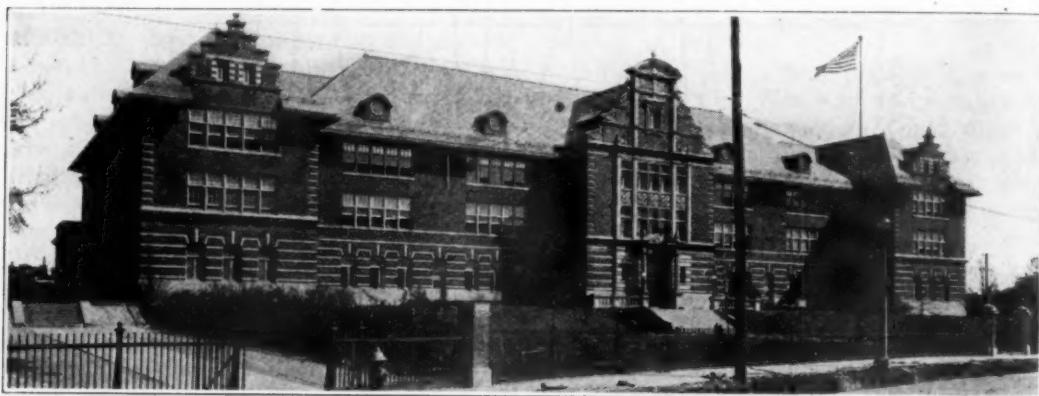
In September, the median pupil was 7 months below the standard furnished by

the authors, while in May he was 3 years or 36 months above. The average pupil was 4.7 months below the standard in September, while in May he was 2 years and 8 months or 32 months above.

The median gain in 9 months was 3 years and 7 months or 43 months; while the average gain was 3 years and .7 months or 36.7 months.

By giving the Stanford Achievement Test—Advanced Examination—Form A—Test 4 early in September, the writers were able to observe the degree to which previous school training in the funda-

mental processes in arithmetic had functioned. It furnished a basis for comparing the grade-classification of the Long school with the grade-classification established by the authors of the test. It also served as a means of comparing the attainment of our pupils with those of the same age or grade elsewhere. This test supplemented by other tests, determined the special weaknesses and strengths of the pupils in the fundamental processes, which made it possible to administer definite remedial measures.



Edward H. Long School, St. Louis, Missouri.

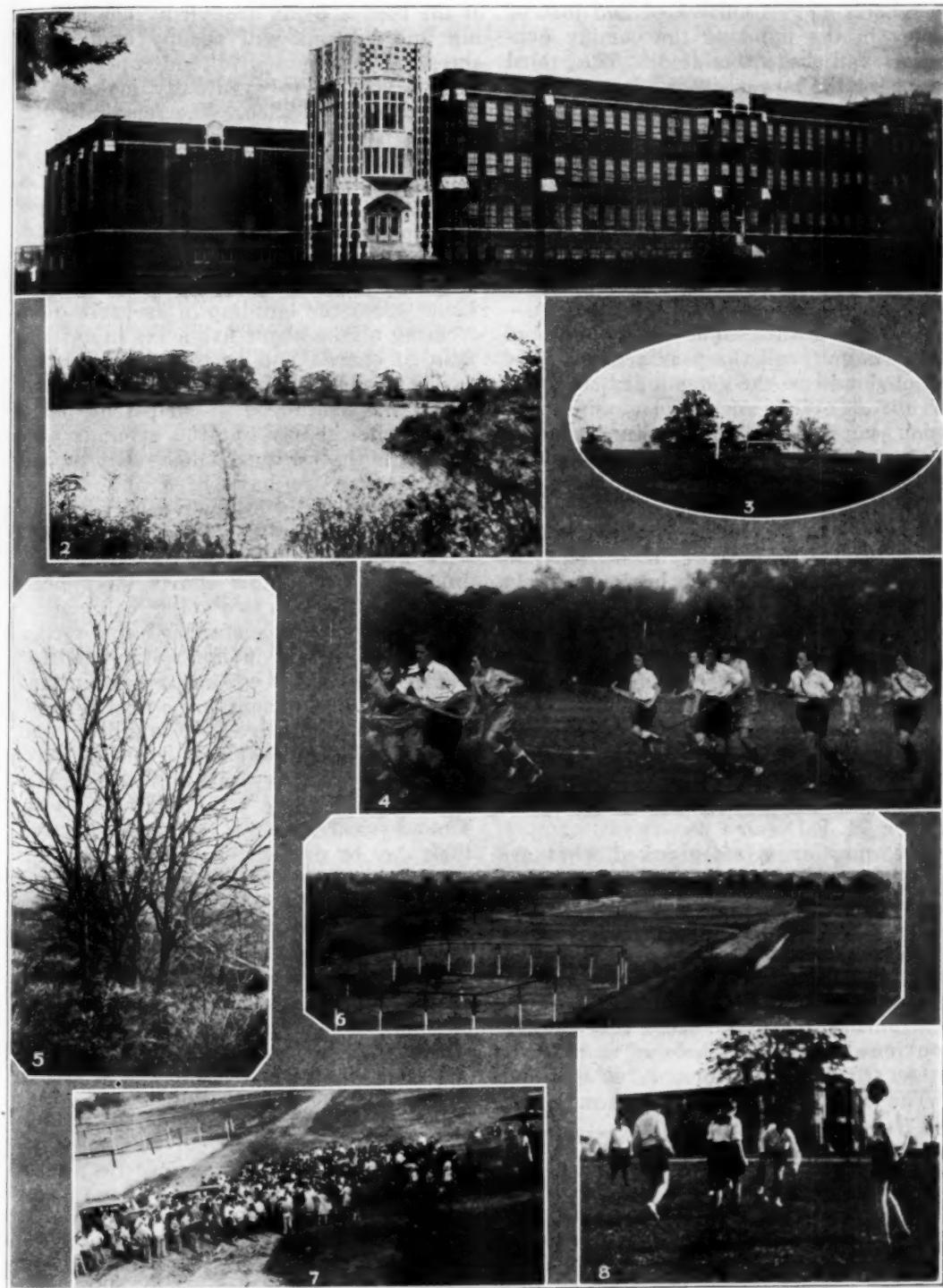
## THE NEW HIGH SCHOOL CAMPUS AT MEXICO.

Written by  
Supt. L. B. Hawthorne

SOME YEARS ago the State Legislature passed a law that all school districts buying a high school site of five acres or more, would receive special aid from the state in the amount of \$2,000.00. This was done to encourage school districts to enlarge their grounds for school purposes. Most cities and nearly all small towns had their school houses as near the center of the town as possible. The object, of course, was to draw trade to the merchants, before and after school. This arrangement made a large site impossible because of the streets, alleys and the convenience of business. After the passage of this law the newer high schools began to buy larger sites. To get these sites they had to go farther and farther from the center of the town. In the last few

years the tendency has been to build high schools only on adequate sites. What is an adequate site? Judging from the law, the legislature evidently thought that five acres was ample for all purposes, but as the advantages of a larger site became more and more evident the size increased to seven, eight, ten and twenty acres. In some authoritative quarters twenty acres is considered about the right size.

There are about three things that are now of importance in the selection of an adequate site,—size and location of the building, landscaping, and adequate provision for physical education. On a twenty acre site the building can be set back to get the proper perspective. The walks, drives and landscaping will harmonize with the building so that local pride in



**SCENES FROM MEXICO'S 90-ACRE CAMPUS.**

1. New High School Building.
2. Lake.
3. A playground vista.
4. Playing Hockey.
5. The White Walnuts.
6. General view of field and track.
7. Loading for a game with Shelbina.
8. Soccer ball team at practice.

the schools can be cultivated and love of beauty in the mind of the coming generation can be stimulated. The third reason for the larger site is adequate play grounds. It takes five acres to properly lay out a football field surrounded by a quarter mile track. Then the necessary ground for tennis courts, baseball, basket ball and volley ball will soon crowd a ten acre tract.

There is yet another factor which the smaller cities in Missouri have had in mind in the selection of school sites—the use of leisure time on the part of the community all the year around. The school should be the community center of the town. With an adequate site, provision can be made for taking care of all such obligations as they develop in the future.

The Board of Education in Mexico considered all these things and decided on the present site because of its location and accessibility. In the beginning only twenty acres nearest town was considered, but as negotiations progressed it developed that the owners were asking almost as much for twenty acres as for the whole site of the eighty-nine acres. The Board promptly agreed to buy the whole site of eighty-nine acres and thus came into possession of one of the largest and finest high school sites in the world, quoting Dr. M. G. Neale.

The question is often asked what are you doing with so much land and what do you propose to do with it in the future? At first the idea was to sell off a portion of the site for homes and thus reduce the cost of the site, but as the people looked at it and considered its possibilities, more and more they became convinced that the whole of it must be preserved for the future.

The illustrations will show how a part

of the land is being occupied. The building and campus will occupy about ten acres. It is proposed to landscape this in such a way as to eventually make it a show place of Mexico. The remainder of the site is to be used as a play ground and park for the city of Mexico. The board has been able to enlist the aid of the city council and the service clubs. The city has furnished the machinery and men to build roads throughout the park. The Kiwanis club raised something over \$2500.00 for the building of an earth dam creating a lake about five acres in extent. This, of course, will be the center of the park activities in the future. The School Board has employed a competent landscape artist to lay out the grounds and to locate the various fields. Up to the present time we have been able to lay out and build the football field with the track surrounding it. This cost the district about \$3000.00 and is about half finished. Two tennis courts have been built together with two volley ball courts. On the girls side a standard size soccer field has been laid out but not graded for use this season. It can easily be seen that funds for development is the urgent need. Last summer hundreds of children and adults took advantage of the bathing privilege, and the drives about the park are included in every trip about the city. The physical directors can and do vary their day by day activities in many kinds of games and sports possible only on a large site. It is nothing unusual to see children all over the fifty acres of cleared land during an activity period. In the wooded section we have trails and retreats of all kinds dear to nature lovers. In time all the native Missouri trees and shrubs will be found here for the training and education of the future citizen of Mexico.

## WHO SHOULD CONTROL?

W. W. CARPENTER

**“W**HAT DID I tell you? He's out again. He's not in-training.

That's the way with you kids; you get a good player and then he feels so superior that he won't keep in condition.”

No one on the bleachers paid any atten-

tion to the grumblings of the local fan. With hushed voices they waited for the verdict of the doctor who had been hurriedly called from the crowd. Slim, their hero, was down on his back for the second time in this game.

Slim opened his eyes, looked hazily at

the expectant faces of his team captain, the officials, his coach, and the doctor. After a brief space of time, he called in his usual fashion, "Well, let's go! Just knocked my breath out."

The coach and captain heaved sighs of relief. The official turned away to talk with the head linesman about some minor technicality, and the crowd seeing the movement of the small group felt relieved. The doctor, however, said, "Slim, lie still." He pulled a stethoscope from his pocket, placed the attachments to his ears and listened-in on the heart beats of the boy. Slowly he shook his head. Rising from the ground he spoke in a low voice to the coach who anxiously looked on, "I'd take him out, his heart is still a little off."

"I'm all right now; let's go!" Slim said as he struggled to his feet. The rooting section fairly shook with: "What's the matter with Slim; he's all right; who's all right—Slim!"

Slim, supported by his captain and an official, paced slowly up and down the field. "Doc", the coach whispered, "What's the matter?"

"I'm not quite sure, but his heart beat is irregular: you don't need him today; better let him rest."

"Aw, coach, I'm all right; please listen; just knocked out my breath, that's all," pleaded poor Slim.

The coach put his arm around him and said, "Let's go over and sit down; we'll put Henry in your place."

"Listen, coach," the captain exclaimed, "Isn't Slim going back in?"

"Not to-day, old boy," and the coach left the field.

The bleachers greeted the change with a rousing cheer for Slim and six rabs for Henry. They only knew that a substitution had been made and figured that the coach was "saving" Slim for next week's game. All took it as a matter of course except our enthusiastic "town supporter" who said to his neighbor, "What did I tell you? Won't stay in-training, bound to go out."

That night after the game the school gave a "blow-out" in honor of their victory and as a preliminary for arousing enthusiasm for the coming contests. Speeches were made by members of the

team, including Slim, on what they expected to do the following Saturday. The captain dwelt at some length on the importance of the coming contest, on the need of support, and on the special qualities of the individual players composing the team. Pointing to Slim, he said, "Slim's our two spot, two good to be true, deuces will be wild next Saturday. See Slim at his best—he's the best open field runner in the State."

Over to one side the doctor, who had been especially invited, was talking in low tones with the coach. "Slim has nerve, he has a sort of football sense, and he has the intelligence to go with it. His head work is wonderful, coach, but I am afraid he is in a bad shape. It's too bad for he is one of the cleanest chaps in town."

"And train, Doc, he takes that seriously," the coach broke in, "He religiously adheres to every rule I suggest. I have been intending to have the boys examined, but the board felt that it could not pay for the physical examinations."

"As far as the team's concerned," the doctor replied, "I will be glad to offer my services free from now on, but why can't the board see the necessity of such examinations?"

The coach was a clean-cut chap. He loved to win games, but he loved his boys too much to sacrifice them to popularity. Slim did not play the next game nor did he play any more that season. The team, the school rooters, and even Slim finally accepted the coach's decision in the best of spirits, but the town rooters were openly antagonistic. Their attitude had always been "win at any cost." They voiced their grievances as follows: "Just when we develop a team that will make our town famous along comes a cheap coach who is "skared" to play Slim 'cause he gets excited in a game and his heart beats faster. He has even talked Slim into his way of thinking. He's ruining our town and we are for seeing him fired." The town supporters were able to convince a few of their friends that the coach was the cause of the failure of their town to win the championship. They finally resolved to influence the board of education to hire a new coach.

At the board meeting in April when the

teachers were nominated by the superintendent, the board unanimously reelected the coach. "It is our purpose," a member of the board said to a waiting reporter, "to offer our children the opportunity to witness and to participate in clean wholesome sport. Nothing but good comes from well managed and properly controlled school athletics. The board has unanimously agreed that passing a successful physical examination will be necessary to participate in athletic contests. It has made provision for physical examinations

for every child in school. The board of education is glad to have the generous support of the general public in the various school activities. It is true that the activities of our school do represent our community, but in all of our activities we place the health of the child first.

"We are proud to have a coach who thinks enough of our boys and girls to consider winning a secondary matter. We are pleased to announce that he was unanimously elected as our athletic leader for another year."

## THE TEACHER AND WORLD PEACE

by

O. MYKING MEHUS, Department of Social Sciences, Northwest Missouri State Teachers College, Maryville, Missouri.

**G**ENERAL JOHN J. PERSHING, Commander-in-Chief of the American Expeditionary Forces said on April 6, 1929, the twelfth anniversary of our country's declaration of war: "At this moment, let us remember the sick and disabled, the widows and orphans, and the mothers who bravely sent their sons into battle. Ours is the solemn obligation to insure that their sacrifices shall not have been in vain. I hope that on this anniversary our people will resolve with greater zeal to address themselves practically to the establishment of permanent peace, for which the blood of America was so willingly shed."

How to establish permanent peace is indeed a problem worthy of the attention of everyone. How can we best keep faith with those who gave their lives that war might be abolished? What can we as individual teachers do to safeguard the peace of the world?

The very first thing we must do is to believe that war is an evil that can be eradicated. We must feel convinced that it is possible to attain permanent peace. We must have a deep and abiding faith in the ultimate victory of universal peace.

The abolishment of war is no idle dream of visionaries. No less an experienced warrior than Major General John F. O'Ryan, Commander of the Twenty-Seventh Division, said, "The American people can end war in our time if they get on the job. . . . Let us wage peace. I should be a traitor to my country if I did not do everything in my power

to abolish war." With that challenge ringing in our ears, let us face the task before us with unflinching courage.

The next thing we as teachers must do is to teach the truth about war. Let us remember that war is no Sunday School picnic. The business of war is to kill human beings! Tell the cold, brutal facts about war. In the past we have glorified war. We have told about the honors won in war, but we have neglected to mention that for every Victoria Cross that has been won there must be won 10,000 wooden crosses. We have pointed out how men excel in war, but we have failed to stress the fact that to excel means to kill human beings.

Major General O'Ryan has declared on more than one occasion: "We soldiers are not ashamed of the way we fought, but those of us who know anything know that fighting is not glorious. No matter how righteous the cause, the experience of a soldier at the front tends to lower his finer sensibilities. If any soldier came out of this war a better man than when he entered it is in spite of and not because of his battle experience. War is the denial of Christianity, and of all the most sacred things in life. It exalts force. It thrives on lies. It is the product of hate and fear and cannot by any stretch of the imagination be waged humanely."

I was in Minneapolis when the war play, "What Price Glory?" was being given there. Several of the ministers protested against the play as being vulgar

and filthy. But one of the leading Methodist ministers urged his people to attend. His argument was, "I want you people to see war as it really is, I want you to know that it is not a Sunday School proposition, but that it is brutal and hard and cruel and rough. I want you to know that war and Christianity do not mix." In our schools we need teachers who can paint war in its ugliness and brutishness.

When we watch the average parade, either on the screen or in our home town, we get the impression that war is a glorious thing. The bright uniforms, the martial music, and the waving flags thrill us. But there is the other side to war that we need to stress in school. That is a picture of the wounded and mutilated. This was portrayed in Paris on Armistice Day 1924, when after a brilliant ceremony over the tomb of the Unknown Soldier, at which the picked troops of the French army had been reviewed, another army, this time of the **Mutilés**, gathered at the **Arc de Triomphe** and marched through the streets. The Universal News Service sent this dispatch to its papers: "First came the seriously wounded in wheel chairs and on stretchers, a few carried by relatives. Then came hundreds of blind men, led by children born when Verdun's guns were booming. Following that division came the men with one leg, men with one arm, and then 'smashed mugs.' There were men with noses off, men with no chins, and men with only half heads. Never has there been such a tremendous spectacle since wars began. . . . and over all was an overwhelming silence—the silence of the wrecks who marched, and the silence of the horrified multitudes who watched."

Not only should we as teachers teach the moral and physical results of war, but we should also stress the economic cost of war. We realize that today every country involved in war loses whether it wins the war or not. It is true that the profiteers in each country win, but the great mass of the people lose. Today the workingmen of all the civilized countries groan under the burdens that the last war laid upon them. They are the ones, who, as President Harding said, "pay in peace and die in war." It will take the American people nearly a century to pay the

cost of the war in debts and in pensions. The World War cost the United States considerably more than \$1,000,000 an hour for over two years. During the last year of the war, 1918, the expenditures of all the warring nations combined was in excess of ten million dollars an hour. It has been estimated that the direct financial costs of the war reached a total of 187 billion dollars. The average daily cost of the war was more than 215 million dollars, or nine million dollars per hour. It has left national debts amounting to 100 billion dollars. The interest alone on this huge sum would give a \$1,000 scholarship annually to every college student in the world.

As teachers we must realize the fallacy of military preparedness as a safeguard against future wars. No less a military authority than Major General F. S. Maurice of the British General Staff said: "I went into the British army believing that if you want peace, you must prepare for war. I believe now that if you prepare for war you will get war."

President Coolidge in a speech at the graduation exercises of the United States Naval Academy in June 1925 said, "I am not unfamiliar with the claim that if only we had a sufficient military establishment no one would ever molest us. I know no nation in history that has ever been able to attain that position. I see no reason to expect that we could be the exception." At another time President Coolidge said, "In spite of all the arguments in favor of great military forces, no nation ever had an army large enough to guarantee it against attack in time of peace or to insure its victory in time of war. No nation ever will."

We ought to learn from the last war that military preparedness is no safeguard against war. All the European nations were heavily armed, but that did not keep them out of war. In this connection Rev. S. Parkes Cadman said recently over the radio, "If the philosophy of some of the United States Senators is to govern our international relations we need not 15 cruisers, but 1500 cruisers." It is well to remember that a cruiser costs \$17,000,000 while a bombing plane costing about \$50,000 could destroy a cruiser in a few minutes.

Since it is evident that the prevention

of war does not lie in preparedness, the question naturally arises, "How can wars be prevented?" It seems to me that the solution lies in building of friendships and mutual understandings between nations. Instead of multiplying battleships, we need to extend and organize our friendships. This can be done in the schoolroom by teaching the interdependence of all peoples. We must teach respect for, sympathy with, and understanding of other nations. Our school histories must be rewritten. We must eliminate hate and jealousy and show what other nations have contributed to make our civilization possible. We must glorify our peace heroes and stress their accomplishments.

We must teach a new type of patriotism. The old blood and thunder, jingoistic patriotism does not suffice for our day. The old slogan, "My country, right or wrong," sounds too much like "Deutschland über alles." There was a time when nationalism raised men from a narrow provincialism to a larger vision. But the world has moved and today life has expanded and become international so that a nationalistic outlook is not enough.

We cannot keep aloof from the rest of the world, for today all nations are bound together by financial and commercial bonds. The United States has ten billion dollars invested in all corners of the world and the foreign debts owed to us amount to twelve billion dollars more. Those who say that we must not enter into any entangling alliances forget that we are al-

ready entangled to the extent of twenty-two billion dollars. And, furthermore, we were isolated in 1917, but that did not keep us out of war. Necessity taught individuals, cities, and states to cooperate in order to prevent war. Now necessity drives nations to cooperate or perish.

In order to make peace secure we shall need some international organization where nations can settle their disputes in a legal manner without resorting to war. The present League of Nations is functioning in this respect. It has already stopped one war between Greece and Bulgaria, which, if allowed to continue might have become a second world war. It undoubtedly is true that the machinery of the League of Nations is not perfect, but it at least is a step in the right direction. Its aim is to substitute law for war in international disputes. The World Court is another organization that is worthy of the support of those who believe with the National Education Association that "war is an outworn barbarism which should be rejected by civilized nations."

It seems to me then that our duty as teachers is clear. First, we must try to understand the underlying causes of modern war; second, we must believe that war can be eliminated; and third, we must help bring about a true internationalism. The highest honor that we can pay the Unknown Soldier is to teach the ideals for which he died and in that way help build a new civilization in which there will be no more Unknown Soldiers.

## A MESSAGE FROM RAMSEY McDONALD

THE FOLLOWING is a stenographic report of the address given by the British Prime Minister, James Ramsey McDonald, at the Fall Convocation of The George Washington University, October 9, 1921. These earnest pronouncements, delivered by one whose experience so well qualifies him to formulate them, constitute a worthwhile message. The School and Community thanks the Division of Publications of the N. E. A. for sending it this copy.

—Editor.

**M**R. PRESIDENT: In standing before you for the first time in these very distinguished robes which, I take it, embody the appreciation of this University for all those who are trying to promote the cause of peace in the world, I regret very much that I have been unable to accept various other invitations from universities to join them in their membership. But I take it, Mr. President,

that those of you who are responsible for the conduct of this distinguished University will allow me to say that I regard you not only as yourselves, but as representatives of the other great educational institutions of the United States.

I have been asked to say something to you. What can I say? I never attended a university, unfortunately. I have been as I understand so many of you are here,

people who have had to acquire your educational attainments in your spare hours and after having undergone the labor that you find necessary for the earning of your daily bread. My friends, my colleagues in academic circles here, I hope you will never forget that the finest education is the education that has been acquired by daily labor; by saving, not so much money as saving what is still more precious,—time and opportunity. It is those moments that pass by us, almost unconsidered, that should be used in attaining to that great satisfaction of mind, that peace of conscience, which comes from making the very best of the opportunities that God has implanted in our midst.

One word I should like to say to you, and one word only. You never can acquire anything in this world without purchasing it; purchasing it by your own efforts, your own work, your own sacrifice. You may attain high office in the state. It will never come to you as a gift. You may attain to high position in business. It will never come to you as the manna fell upon the children of Israel wandering in the desert. Your names may be emblazoned in the newspapers of your country, and other similar distinctions may

## Resolutions of World Federation of Education Associations

**A**MONG the resolutions passed and adopted by the World Federation of Education Associations at its third biennial conference held at Geneva last summer, the following are deemed of special and striking interest:

"The teachers of the world have it in their hands to promote the cause of international understanding and world peace by bringing their influence to bear upon the children and youth committed to their charge in the direction of ideals of mutual goodwill and service in the common interest.

"The formation and strengthening of associations of teachers, both local and national, should be encouraged, to the end that they may ultimately control entry to the profession and set up standards of professional attainment, aptitude and character which will be recognized by appointing bodies.

"The W. F. E. A. recommends the recognition of the principle of equality of opportunity for all children in the schools, irrespective of race, color, creed, or social position, that their individual endowments may have the fullest possible opportunity for development.

"That Eastern and Western civilization be brought into closer contact by the foundation of additional chairs on Eastern culture in Western Universities and vice versa; more extensive exchange of professors between these univer-

come to you, but do remember that the way to that is a hard road, and that only men and women of untiring courage and stability can attain to it.

Let us all value education. Let us all appreciate it as something more than mere knowledge, because after all, knowledge is a sort of outward ornament. The education that is real is the education that means our being of finer temper, more adaptable, more flexible. Let us assimilate knowledge until it becomes ourselves, showing itself in character, reliability, straightforwardness. That is the end of education, and the very first moment of the honor you have conferred upon me by making me one of your members, I take the opportunity, in these few sentences, of embodying to you all the experience I have had in a very varied and in a very,—I was going to say "up and down"—life. Remember, when you have had honors, you have to bear them, and the bearing of them entails sacrifice and burdens upon you.

Mr. President, I want to express again my appreciation of the honor which has been conferred upon me.—James Ramsay MacDonald.

sities; exchange of educational visits and publications; the holding of cultural conferences; that the fullest encouragement be given to all schemes for the exchange of scholars, students, and teachers in schools and universities throughout the world, provided these schemes contain proper safeguards for effective working."

### Military Training in Civil Educational Institutions.

1. That an endeavor be made to secure that systematic military training shall not be given in civil educational institutions but where such institutions undertake military training it shall in no case be a compulsory subject of the curriculum.

2. That every endeavor be made to secure the substitution of physical training, of exercise and of sports for the military training too often now given in civil educational institutions and so to insure an adequate training in character and citizenship in these institutions and thus to lead the youth of the world to a better and wider appreciation of the real meaning of patriotism and the duties of citizenship.

3. That steps be taken by the organizations connected with the Federation to carry out these resolutions as far as possible in the educational institutions of the country to which each organization belongs.

## IS TRANSPORTATION PRACTICAL?

**A**RE YOU SKEPTICAL as to the practicability of transportation as a means of improving the educational facilities of rural communities? A sure cure for such skepticism is a visit to some of Missouri's communities where consolidation of schools with transportation is an accomplished fact.

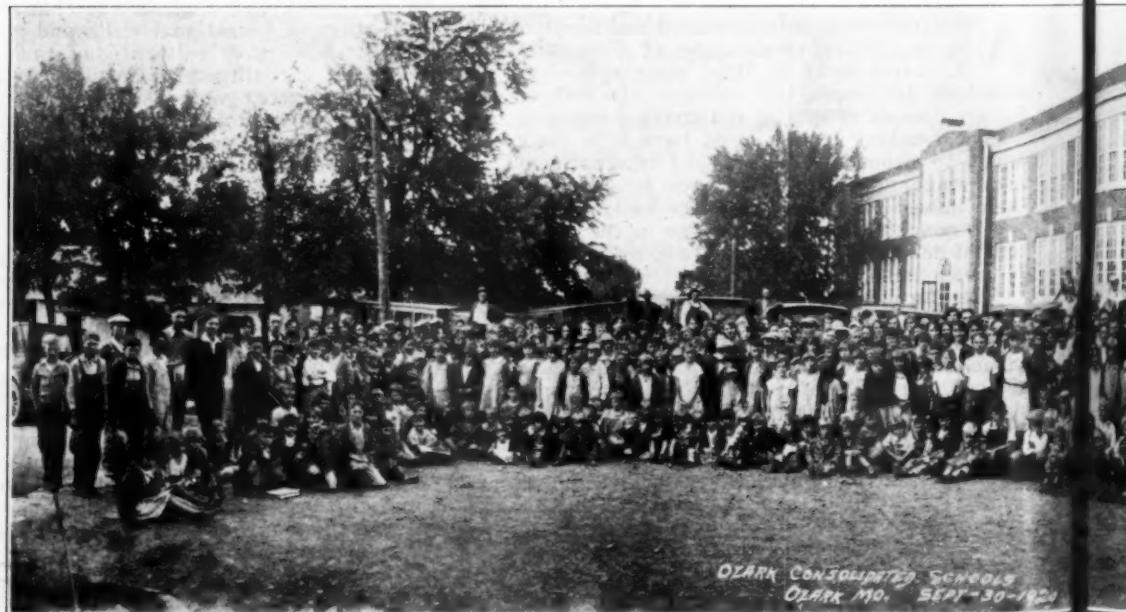
The long picture at the bottom of the page was taken at Ozark, Missouri, in Christian county. This school district is now made up of the original Ozark city district and the territory of nine rural schools comprising in all about 65 square miles. Nine busses haul to and from school each day about 250 boys and girls. Half of these are picked up at the doors of their homes. The other half must walk short distances to meet the bus.

This consolidation and scheme of transportation has been in operation for more than three years. It is popular with the students and their parents. A recent effort to get two of the districts to withdraw from the consolidation brought out the fact that only three families in the two districts would agree to a return to the old system. The sentiment of the dis-

trict is practically unanimous for consolidation and transportation.

City Superintendent C. W. Parker gives us the following figures: forty-two per cent of those transported are home at 4:00 p. m., forty-three percent are at home between 4:00 and 4:30 and only fifteen per cent reach home later than 4:30. Tardiness is eliminated. There is an increase in attendance from each district. One school that had an average attendance of only seven when the one room regime prevailed now has 32 pupils each day at the central school, another has multiplied its attendance by five since consolidation and transportation were adopted.

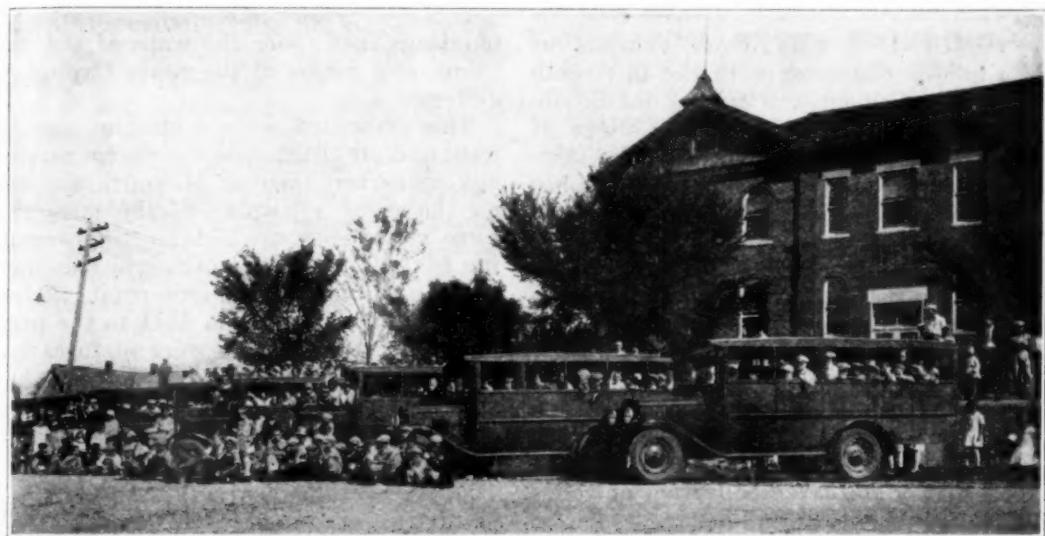
Supt. Parker notes disadvantages to transportation as follows: Glee-clubs, band organizations, and school clubs must now meet during school hours in order that those who must go home in busses may take part. Bad weather may occasionally cause a bus to be late. Transportation may in some cases deprive a community of its social center without providing an adequate substitute.



Ozark has seen the advantage of transportation early

County Superintendent Chas. F. Boyd who is also a valuable member of the Ozark Board of education is an enthusiastic believer in real consolidation of schools. He says that about half of his county is now in consolidation area and most of this is served by transportation.

Another consolidation which is real in that it brings all children to a central school is Granby in Newton county. The smaller picture represents this school. Here Supt. Elmer D. Harpham has worked incessantly for transportation which became an accomplished fact only after



Granby is pleased with her new plan.



atation nearly that she wonders why it was so long coming.

several hotly contested elections. Supt. Harpham does not subscribe to the policy adhered to by some, namely that a Superintendent of schools is to sit meekly down and take what is handed to him by the community as ultimate finality. He

rather feels that his duty is to stand and fight for better conditions. It is due to this policy that Granby now has a school of which superintendent, teachers, pupils and patrons are proud.

## A SIGNIFICANT AND UNIQUE EXHIBIT

COMBINING SEVERAL exhibits of unique character with the thirteenth annual educational exhibit, the Southeast Missouri State Teachers College at Cape Girardeau provided one of the largest and most complete displays that it has ever attempted for the annual sessions of the district teachers meetings which was held there October 24-26 this year. The exhibit consisted of the regular educational exhibit arranged by the college as a part of its assumed duty in acting host to these visiting teachers in placing before them something from which they might gain ideas and suggestions to carry back to their school rooms and use in a practical way. The large collection of relics, a complete publishers display, a display on highway beautification that included over a truck load of panels of pictures and charts of statistics, were only accessory to the huge all-Missouri exhibit arranged by the fourteen departments of the college with the slogan of "Know Your State" in mind. The scheme of the whole exhibit was based on this central idea of exhibiting all of Missouri, her products, her activities, and her natural and developed resources.

Using as the central unit of this exhibit a replica of the Missouri State capitol, loaned the College by the Hugh Stephens Printing and Stationery Company of Jefferson City, the various phases of the exhibit were arranged in units in either direction from this one, forming a very complete and beautiful array. The replica was set in a campus of green grass with every walk in place, was electrically illuminated, and set against a background of red, white and blue bunting centered with a large State seal. Arranged with this central unit were four panels containing photographic reproductions of the famous

paintings that adorn the walls of the corridors and rooms of the State Capitol at Jefferson City

This presented quite a striking central unit, and on either side the theme carried out concerned men of Missouri, the one on the right a display of the men who have made Missouri history and presenting as the central figure General Pershing, and including other important figures ranging from DeSoto in 1541 to the present time. Besides this were pictures and some information about the men who had



Miss Sadie T. Kent, librarian, who is responsible for much of the work on the annual exhibits. Her ideas combined with those of President Serena make the exhibits what they are.

to do with the erection and decoration of the Missouri State capitol. On the other side were displays of the men of the hour in Missouri, Lindbergh occupying a central place, and surrounded by prominent State and locally known men. Also there was an exhibit of the thirty-five Missouri governors and the four territorial governors.

The historical exhibits were quite complete, as were the other units. Since Academic Hall, in which all the exhibits were arranged stands on a battle field, (the battle of Cape Girardeau, April 26, 1863) it was quite fitting that a map exhibiting the 40 major Missouri battles and skirmishes be displayed. Books of state and sectional history were included in this ex-

hibit, and among them was the History of Southeast Missouri by R. S. Douglass, dean of the Cape Teachers College, and a history of Missouri by Louis Houck, patron of the College and who for many years was president of the Board of Regents, and did much toward making the college what it is today.

Maps were used throughout the exhibit to point out minerals, drainage, battle-fields, schools, colleges, and many things pertaining to the State of Missouri. Carefully chosen pictures were freely used in all phases of the display.

Over fifty books of Missouri authors were collected for a display of literary Missouri. Artistic and musical Missouri were adequately displayed by means of maps, pictures, books, and instruments. Educational Missouri exhibits contained maps, and pictures of the colleges, junior colleges, and universities of the state, pictures of administrators, and a map showing the growth of high schools in the state.

Another map showed all the first class high schools in the state, emphasizing their relative size, distance from each other, distance from the State Teachers Colleges and their relative positions in regard to railroads.

The College Training School arranged several units in early Missouri history by the means of model scenes and sandtables. This work was accomplished as regular project work. In all departments the projects were partially or wholly worked as class projects.

Special exhibits on scenes in Southeast Missouri, General Pershing, Col. Lindbergh, Eugene Field, and many other well known Missourians were arranged, as well as special exhibits on such subjects as airports, state parks, outdoor life, the state constitution, etc.

The foregoing review gives only a sketch of the materials and objects that were used in the display. Then, too, the



The central unit of the All-Missouri exhibit arranged by the State Teachers College, at Cape Girardeau, for the visiting teachers at the district teachers meeting Oct. 24-26 this year.

Missouri exhibit was only a part of the displays arranged by the college. In all the exhibits, attractiveness as well as practicability was considered, and throughout the entire affair, the most pleasing arrangements were obtained.

The regular educational exhibits contained materials and suggestions for work in all grades. In this display as in the Missouri display, the Training School figured with its work, and all departments contributed to make this complete and practical. Two tables were covered with free material and literature, folders and bulletins which were sent by various firms from all parts of the country. These were eagerly sought out by the teachers and carried back to their schools to be used in many ways. The many firms that sent materials for distribution or display were most helpful and generous in their co-operation with these exhibits. Several firms and companies sent representatives who remained on the campus during the entire three days.

A third section of this exhibit and a part that filled an entire room was a collection of old relics depicting an age of Missouri gone by long ago.

Hilliard Brewster, in charge of the highway beautification department of the Missouri highways commission, brought an entire truckload of materials for exhibit. This consisted of pictures and panels of statistical data on various phases of road and traffic of the state.

Unique among other exhibits was that of the library section combining travel and reading, and giving as a central idea, besides the urge for more reading, suggestions for appropriate observation of Book Week.

The Red Cross, forensic, and dramatic displays were interesting, and served to make complete an exhibit of great magnitude, and one that was entirely worthwhile.

Only a detailed and elaborate description would do justice to the completeness, beauty, and practicability, and would give an idea of the enormous amount of work and expense that were consumed in the arrangement of this entire exhibit.

Dr. M. G. Neale of the University of Missouri and president of the State Teachers Association this year, called it "the finest thing of its kind" he had ever seen.

## Department of Parent-Teacher Associations.

Mrs. W. L. Mabrey, special contributor for the Missouri Division.

### I BELIEVE

- That a Parent-Teacher Association should be concerned with all problems that relate to the welfare of the child in home, school, and community.
- That its great object should be to interest all people in all children and to link in common purpose the home, the school, and all other educative forces in the life of the child, to work, for his highest good.
- That it should learn firsthand all school conditions and all town conditions affecting the child.
- That it should encourage all influences and conditions which make for the growth and safety of the child.
- That it should work actively to supply the school and community needs by creating a public sentiment which shall favor and provide good teachers, good school equipment, and adequate recreation for leisure time.
- That it should give service to the home by training for parenthood and home-making; and to the school, by adding parent power to school power.
- That it should not be a means of entertainment, or charity, or criticism of school authority, but a cooperative, nonpolitical, nonsectarian, noncommercial effort to produce American citizens who shall be strong in body, alert in mind, and sound in character, capable of perpetuating the best which has been developed in our national life.
- That the principles which guide the Parent-Teacher Association are the embodiment of social service, civic virtue and patriotism.

—Martha Sprague Mason

## THE PERMANENT PLATFORM OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

THE CONGRESS has adopted as its permanent platform the seven objectives of education, the simple statement of which is helping parents throughout the nation to understand better the needs of boys and girls. These objectives have been arranged in different ways by various writers. Each is important and it is not easy to say that one is more essential than the other. The chronological order is the easiest to use. It is so simple that almost anyone can remember it the first time.

**Health and Safety**—When the child comes into the world the first consideration is health. If this is well all is well. Every mother knows that a healthy baby is a good baby.

**Worthy Home Membership**—At an early age the infant comes to recognize his mother and his father and other members of the family. In the recognition and affection of these first expressions of intelligence are the beginning of worthy home membership. In a thousand subtle ways this sense of wellbeing through the home should be cultivated into an appreciation and devotion to this basic institution.

**Mastery of Tools, Technics, and Spirit of Learning**—At about the age of five the child enters school where he begins systematically to master the tools and technics of learning and where skilled teachers seek to build up the spirit of learning. The modern school is America's greatest contribution to the advance of civilization.

**Faithful Citizenship**—Within the school the child becomes conscious of his participation in the larger groups. He learns to be fair with his fellows and to do his share to keep the schoolroom in order to subordinate his impulses to the needs of others. These are the first essential lessons of faithful citizenship.

**Vocational and Economic Effectiveness**—As the school years roll by the desire to be of service, the impulse to earn money, and to do something worthwhile in the world grows into a preference for this vocation or that, and the pupil begins making preparation for his life work, thus giving emphasis to the objective, vocational and economic effectiveness.

**Wise Use of Leisure**—Following vocational effectiveness comes the ideal, the wise use of leisure. Here the purpose is to discover leisure activities which will round out one's life and give balance to one's vocational activities.

**Ethical Character**—Finally as the highest achievement of all comes ethical character. In a sense it is the keystone of the arch.

Each of these objectives contributes to all the others and it is not possible to consider any one of them out of its setting in the total life of the child and of the community. This chronological order helps one to remember the objectives easily. Not until they are thoroughly mastered do they become really effective to guide one's thinking on educational values.

They should be as familiar to every teacher, parent, and learner as the Lord's Prayer. Anyone may build his growth around these seven great centers with assurance that his life will be well rounded, rich in its interest, and secure in the highest success and happiness.

—From the Handbook N. C. P. T.

## ADVANTAGES OF THE ONE ROOM RURAL HIGH SCHOOL

By H. O. White

WITH THE INCREASE in the number of small rural high schools in Missouri in the last few years there has been an increasing number of high school students and high school graduates. There has been a distinct need for high school facilities for rural children, and until the last few years only the wealthier in the rural districts could provide a high school education for their children. Generally speaking, there has been a decided failure in the attempts of the rural districts to consolidate. Most of the consolidations have been centered around small towns that already had high schools, but in isolated districts where the need of consolidation is the worst little has been done. This is where the advantage of the one room high school, or Job School, has come in. Little districts that could meet the requirements have taken advantage of it, and the result is that many children have taken advantage of it and have gotten at least a two years high school education that otherwise would have been denied to them due to the obstinacy of those opposed to consolidation or to the handicaps of going to school in the city.

Higher education in the rural districts has been decidedly small as compared with the number of children in the cities getting it. There are several reasons for this. There is the problem of paying tuition, providing transportation, or providing good places for them to stay in cities or towns having high schools, and the problem of providing the kind of clothing that children feel are necessary in going to school in town. All of these problems are dispensed with in the rural high school. There is no tuition to pay. The problem of transportation is unimportant because of the closeness of the schools to those attending. The children can be at home with the parents at night. This in itself is very important. One of the things that make children dissatisfied with rural life is their spending much of their life in the city. The gregarious instinct that is somewhat inhibited in the country is revived, and they no longer

wish to stay in the rural districts. In the small high schools boys are satisfied with going to school in overalls and the girls in plain house dresses.

The instruction given in these schools is in most instances equal to that given in the larger schools. The teacher has the advantage of having the same children in every class and of knowing them individually. The problem of diagnosing their difficulties is more easily and accurately solved. More individual instruction can be given since one teacher seldom has more than thirty to handle. The subjects taught are usually those which the pupils would take in their first two years in any high schools. They can particularly be well fitted to the needs of a rural population.

Most children like to attend these schools because of the increased opportunity to play and the larger, uncrowded school grounds. In addition to the forty-five minute supervised play period they have one hour at noon for lunch and play. This is often denied on the small crowded school grounds of the city. Children love to play, and there must be a little sweet along with the bitter. In our school at Spring City all children are required to play, and there has been a great development physically among both boys and girls. In the larger schools only the best athletes are permitted to enter competitive games with other schools, while in the smaller schools most all students have that opportunity.

In all of these schools the students have opportunity to take part in plays, literary societies, farm clubs, and in most places in some form of music.

Here in Spring City ten districts are represented in the high school with a total enrollment of 37. In 1926, the end of our first year of high school work here, five graduated. Four of those went on and finished high school. In 1927 ten graduated, six going on and finishing high school and two business college. In 1928 we had a graduating class of five, three of which will graduate this year. Last year fourteen graduated. Thirteen of



**M**R. HENRY had to come all the way from the kitchen when the telephone rang.

But no one was on the line!

Probably the person calling "hung up" before she could answer.

It's a good idea to wait a minute or so  
before abandoning a telephone call.

**SOUTHWESTERN BELL TELEPHONE COMPANY**



these are now going on to high school and one to business college. This year we have thirteen in the graduating class and twenty-four freshmen. Very few of this number would have ever gone to high school had it not been for our little school here, mainly because of age, finance, transportation, fear, and a lack of knowledge of what high school means.

Through those who have attended here the surrounding districts are awakening to a desire to give their children a high school education, and a general school spirit is growing among them. Aside from this they are developing a desire to be in "fashion." A real school spirit has developed here and the people are doing everything they can to support the school properly. Even the surrounding districts speak proudly of "our" high school to others. A year ago we voted bonds for a four-room, modern stone building without a dissenting vote. I believe it will be perfectly possible to effect a consolidation in the near future, although we had one turned down three years ago.

Some of the limitations of the small high school are: A limited library, too

many subjects for one teacher to teach, and hearing classes in the same room where others are trying to study.

In summary the advantages are:

- (1) No tuition to pay.
- (2) No transportation or boarding problems.
- (3) Economy in clothing.
- (4) Have the children at home.
- (5) Increased interest in school work through social and athletic activity.
- (6) More opportunity for children to engage in those activities.
- (7) More individual instruction.
- (8) Development of a rural school spirit.
- (9) Increased satisfaction with rural life.
- (10) General economy.

The disadvantages are:

- (1) Small library.
- (2) Too many subjects for one teacher.
- (3) Hearing classes while others are studying.
- (4) Limitations in amount of subjects to choose from.

—H. O. White.

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Please write E. M. CARTER, Secretary  
Pupils' Reading Circle, Columbia, Mo.,  
today for free order blank.

## Items of Interest

### Art Exhibit at Maryville.

An addition to the usual school art exhibit which the classroom teacher expects to see at each state meeting is looked forward to each year by the members of the Northwest Missouri State Teachers' Association. For five years past, at the State Teachers College at Maryville where the association meetings are held, collections of paintings or illustrations of first class merit have been shown, obtained generally from the offices of the American Federation of Arts, the cost of rental being met by the teachers. The last exhibit, October 24-25, which attracted much attention was a very fine collection of Japanese Prints from the private collection of Mr. ShoNemoto of Tokio, lent by the American Federation of Arts, which not only gave pleasure at the time, but as a number were purchased will bring lasting joy in the schools and homes where they will be hung.

### Warrensburg Holds First "Play Day" for Teachers' College Women in Middle West.

Plans promoted last spring by the Women's Athletic Association and the Canearie Pep Club of Central Missouri State Teachers College culminated in a successful Play Day at Warrensburg on October 19th. According to the promoters of this event, it was the first of the kind to be held at a teachers college in the middle west.

The program consisted of an assembly at which greetings were exchanged and final organization for the events were consummated; then came games, of soccer, basket ball and tennis. Hockey, hit-pin, baseball and volley ball were indulged in for the afternoon and in the evening a banquet and comic party finished the day.

One of the features of the program was the method used to get away from the interscholastic-contest spirit which usually marks such events. To do this squads and teams were selected in such a way as to place girls from each school in a given contesting group. It had been thought by some that this scheme would not work out successfully, but in the end all agreed that it had proved very practical and was better in its complete effect than the old inter-collegiate competition plan.

Miss Geraldine Stratton was the manager of the event.

### William Woods to Have Play Day in April.

Abandoning the usual annual basket ball tournament William Woods College at Fulton has announced that a Play Day will be substituted therefor. This event will be held in April and plans are being made for a big event at this time. Invitations and details concerning the plan will be mailed to each first class high school in the state soon.

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The new Victor-Radio with Electrola marks the climax of Victor's 19 years leadership in the pedagogical field. It brings to the school all-electric radio and record reproduction of a brilliance never before approached. With the great educational list of Victor Records, it enables you to prepare for every program in advance—to bear the radio concert with absolute realism—and, again with the records, to make each selection a part of the pupil's consciousness, building firmly on the foundation you have already erected.

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*The Educational Department*  
VICTOR TALKING MACHINE DIVISION  
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CAMDEN, N. J., U. S. A.

## A REPORT FROM THE MISSOURI SURVEY COMMISSION AND DIRECTORS OF THE EDUCATIONAL SURVEY.

Being a stenographic report of the addresses delivered before the last session of the State Teachers Association Convention held in the Coliseum at St. Louis, Missouri in the forenoon of November 16, 1929.

President M. G. Neale, Dean of the School of Education of the University of Missouri, was presiding and after a program of music presented by the combined high school bands of the St. Louis high schools and a brief address by Miss E. Ruth Pyrtle, President of the N. E. A., he introduced the speakers who discussed the tentative report of the Missouri Survey Commission. The Commission was represented by its Secretary and member, Honorable Claude R. Ricketts and by Honorable Langdon R. Jones. The Educational Survey Staff was represented by its

Associate Directors, Drs. N. L. Englehardt and George D. Strayer.

The following are the reports as taken and transcribed by the official Association stenographer. Time did not permit the revision and correction of these notes by the speakers. Minor inaccuracies are therefore to be expected. However, the addresses are printed in this first issue following the convention because they deal with problems and subject matter that are immediately before us and with which the teaching profession for obvious reasons should become at once familiar.

**THE CHAIR:** We have in our business for the rest of the morning, and as our pleasure and opportunity, the consideration of the most important educational movement undertaken in the State of Missouri. From the conversations heard in the lobbies of the hotels here in St. Louis during this Convention, I think there is no question but that we are more interested in the State School Survey than in anything else that is going on in Missouri at the present time. I think I could go further and say that we are more interested in this State School Survey than in anything else that has been going on in Missouri for the past two or three decades. When you stop to think about it, it really is a wonderful thing that we have in Missouri this group of citizens of the state who are giving their time, without any recompense whatsoever, to a consideration of the educational needs of the state. I might say to each of these speakers this morning that they are speaking to the people who will constitute the real support in this campaign—when I see you I say I think of the number of years you have been talking about these educational problems, and I think of the fight that you have made for the educational progress which we have secured, and I think of the proposals you have made and have been for and have fought for to remedy conditions which we know exist in the State of Missouri; and when I think of the fight you have made I think what a wonder-

ful thing it is that the God of Hosts has brought forward these men to fight our battles, I was going to say, for us, but I will say with us, for improving the educational conditions in the State of Missouri

Now we have representatives of this Survey Commission here this morning and I want to say before I introduce the first one, all of us have the very greatest admiration for the manner in which this Commission has gone about its work. I say "work" advisedly, because they have been working ever since their appointment to see that this survey of education and allied agencies in Missouri will turn out to do the things which should be done to make Missouri a greater state.

Now I have the very great pleasure of introducing as the first representative of this Survey Commission a man who is not only a worker on the Survey Commission—he happens to be the Secretary of the Commission; he happens also to be in charge of the Survey of the Eleemosynary institutions of the State—but in addition to these things, and in addition to being a member of the House of Representatives from St. Louis, he is a very fine gentleman, a very pleasing gentleman, a man that all of you I am sure will be glad to see and to know. It gives me very great pleasure to introduce to you Representative Claude B. Ricketts, Secretary of the Survey Commission. (Applause.)

## The Work of the Missouri State Survey Commission.

By Hon. Claude B. Ricketts, of the Survey Commission.

Mr. Chairman, Ladies and Gentlemen: I have often thought that it would be a great thing for me to take the teacher's place and say a few things where they could not talk back to me. (Laughter.) I am not a speaker, I am not on the educational part of the Survey, but I do want to take this opportunity to tell you that there are other interests besides the interests of education that are just as much in need of help as any of your affairs or mine. It has been my sad duty and glad duty to go to the eleemosynary institutions of this state. It is something that has been neglected by everyone. There has been a certain amount of aloofness, if I can say it that way, to anyone who is afflicted with a mental disease.

Fifty-one per cent of the hospitals of the United States are occupied by committed mental patients. That is more than all of the other diseases combined.

We have recommended to the Survey Commission to install in this state what is known as the psychopathic hospital, and that psychopathic hospital should receive all of those mental cases before they are put into what was called many years ago an insane asylum. They have tried to take that name of "insane asylum" away. They have called it now the mental hospital, and we are getting to the place where unfortunately we have to deal in dollars and cents and I have found that every person who is taken to a mental hospital and doesn't get out within a few months, stays there an average of eight and a half years. That costs absolutely at the smallest amount \$2500.00 to the state—and remember that there were 2,000 committed last year—and if we can save any portion of that you can multiply it by \$2500.00 and find the accumulated saving.

I am sorry that I can't say more about your educational survey but I have looked at it from the memoranda that has been handed me through Mr. Jones and Mr. Naeter and Mr. McReynolds and Senator Davis, and I haven't any doubt but what the program will go through, but I want you to realize that it is not an educational program alone. There are the mental diseases, those eleemosynary institutions, the study and cure of trachoma, which is a large thing in this state. I have

been told that there are over 15,000 cases of trachoma in this state. This may not be interesting to you but it is the thing I have run up against and I want you to pause and think of all the fine things of education that there are still many other things to think about and that for the benefit of the legislators you will speak to, not to overlook all of this survey because without the one you might as well not have the other.

I thank you. (Applause.)

THE CHAIR: May we assure Representative Ricketts, who is the Secretary of this Survey Commission, that all of us are very vitally interested in what we consider to be the related problems of this survey, that is the part of it dealing with agencies which are related to education. We realize that the welfare of these eleemosynary institutions, the welfare of the penal institutions of the state, and all other related agencies must be considered by us as a part of a great system taking care of those interests in Missouri which must be taken care of, and I am sure I speak your sentiment when I say to Representative Ricketts that he will find the teachers of Missouri back of his program to make the eleemosynary institutions of this state all that they should be. (Applause.)

Now the next speaker on the program is also a member of the Survey Commission and he is a member of a special committee which has to do with the public schools, the rural schools, the elementary schools, the secondary schools, in other words, the state public school system of Missouri. This man has been very keenly interested in all these questions; he has studied the reports that have been handed to him, and if you could talk to him as I had the opportunity of talking to him this morning, you would find he could tell you a number of facts about education that you haven't thought of and that you have never heard of. In fact, from my conversation with him this morning I can say to you now that he is one of the best posted men on the general educational situation in Missouri that I have met in a long time. It gives me very great pleasure to introduce to you at this time the Hon. Langdon R. Jones, member of the House of Representatives, from Kennett, Missouri. Mr. Jones. (Applause.)

## The Work of the Missouri State Survey Commission.

By Hon. Langdon R. Jones, of the Missouri Survey Commission.

HON. LANGDON R. JONES: Mr. Chairman, Members of the Missouri State Teachers Association, Ladies and Gentlemen: I don't know what I ought to say to Dean Neale for that. I very much appreciated that tribute but it sends me on my work of addressing you with quite a good deal of fear because I wouldn't want to spoil Dean Neale's reputation and he has given me such a tribute here that when I get through you may be somewhat in doubt as to Dean Neale's veracity. (Laugh-

ter.) I shall hope, however, to do the best I can.

First, permit me to extend my thanks to your Association for the invitation to address your body at this time. It is not only a pleasure to come before you but it is an honor and a distinction of which I shall always be proud.

I wish, also, before I go on to extend, on behalf of the Survey Commission, our thanks for the resolution which you drafted at your

recent session. The members of the Survey Commission appreciate very much the expressions contained in that resolution and appreciate very much the confidence which your Association has in what this Commission will finally recommend. I might also state here that the Survey Commission has been wonderfully fortified. We, of course, are doing the best we can, but as a member of this Commission, if we are able to bring to the State of Missouri the things that will tend to advance her further along educational lines and allied agencies, the credit for all these things should not rest alone upon the Commission. The Commission has been very fortunate in having able and expert advisors along each particular line.

On the Educational Survey, Missouri has reason to be proud of the fact that the Commission was able to secure the services of such eminent educators as Dr. Strayer, Dr. Engelhardt, Dr. Mort, and their associates at Columbia University. Contact with these men will immediately convince you that they are experts along the line which they are following.

I might go on with other lines. We have had able assistance in other branches of the Survey, the financial end, and others I will not take your time to mention.

I think it would not be out of place to say also—I can't name them all—the Commission is much indebted to Dean Neale, Superintendent Lee and others who have at all times been willing to give of their time and energy in order to aid and facilitate the work of this Commission.

I wish also to take this time to express my thanks to the county superintendents of this state who responded so nobly in answering the questionnaires for information sent out which was for the use of our Educational Survey staff. And just one more thing that I would like to say—maybe I ought not to say this—but I am going to anyway, because I think he deserves it. In my assignment on the rural school department I have been materially aided and his counsel has been very valuable, by the county superintendent of schools of our county, T. G. Douglas. Perhaps I should not say this because he is from my county, but I believe he is entitled to that public expression of my appreciation for his counsel and advice along lines that he knows more about than I do.

With these remarks I will be as brief as I can, as I do not want to trespass upon the time of men more able to discuss education than I am, but I want to call your attention to some things and you will understand that in our discourse on this subject it will be very hard, in fact we can't at this time go into lots of explanations that we would like to make. The final recommendations of this Commission are not made. The plans so far are tentative. It would be extremely out of place for us to attempt to tell you what the final recommendations of the Commission will

be any more than you can get the idea from the tentative plan as that tentative plan may have to be altered or changed in order that the needs of Missouri may be met by the yardstick of its ability to pay. I mention this not that the Survey is desirous of keeping your Association or the people of Missouri in ignorance of their work but simply that you will understand that on such a program as is laid out for this Survey Commission, so comprehensive in its scope, where the time within which we are to report to His Excellency, Governor Caulfield, under the bill, is so short that we must necessarily tell you in advance that our report cannot reach the state of perfection. There will probably be many things in this report that you personally do not sanction, and it may be that the members of the Commission would have liked to extend it a little further along those lines, but you must remember that we have to cut a pattern for the advancement and development of education in Missouri, taking into consideration the expenditures necessary for the other departments in this survey, and the cost of our Government which it incurs annually, in order to meet the tax-payer's ability for the State of Missouri.

It is a fundamentally basic principle that no state can prosper in the end by transferring a bad condition from one place in the state to another. If we have bad conditions, and this survey, I think I am warranted in saying, shows that we do have, and when I say that I do not mean that we find bad conditions in the way of the administration of our departments and our funds, but inadequacy of revenue in order to meet the crying needs of the state—but if we came in here with a program that would meet the ideal situation, it might require the expenditure of money that would be beyond the tax paying ability of the state and if we did that, it would ultimately redound to the detriment of the state. I make these observations in order that you may understand that the program that this Commission will have to lay out will be one that will fit the ability to pay as reflected by the wealth of the State of Missouri.

When we approach the educational question—and right here is where I am getting scared; I realize how difficult it is for me to address an audience so much better qualified than I am along educational lines—but the thing I do want to discuss is basic principles. It must be remembered that whatever this Survey Commission recommends will have to run three gauntlets before anything tangible or real can come of it. The first gauntlet under the law that the report of this Commission will have to weather is the approval of His Excellency, Governor Caulfield, and as all those know who have been associated with Governor Caulfield, he has an intellect and a keen intuition to lay his finger immediately upon anything that isn't basically sound.

Next, assuming that we get by, to use that expression, Governor Caulfield, the report of this Commission will have to go through and be approved by the legislature of our state, either in a special or general session; and third, and paramount, this report of our Commission will never be adopted unless we can sell its virtues to the people of the State of Missouri as a whole, because the voice of the people will make itself felt either in approval or disapproval of the work of this Commission.

With these remarks, I want to ask you, the members of this Association, who exert such a powerful influence over the state, to stress this point wherever you go, that this report cannot be perfect; it can only be laid out along the lines and within the purview of the state's ability to pay.

Second, that the recommendations of this Commission must be looked at from a statewide standpoint and not from local interests.

Some of the principles tentatively adopted along educational lines are that under the Constitution, and, as a matter of fact of real public policy, the state is a kind of partner with the local school districts in the advancement of educational standards. In other words, the basic principle which I believe to be sound is that every school child, regardless of where he is located, is entitled to education, paid for at the expense of the state, up to a certain standard, that standard to be fixed as nearly to start with as Missouri's ability to pay will sustain. And as time goes on, if Missouri continues to grow in wealth, the standard of the minimum program of education assumed by the state can travel upward on the scale in order to keep pace, but never above Missouri's ability to pay. With that statement then, if the state is required to furnish a minimum program of education throughout the state and I agree with that basic principle, then the next step for advancement of education will depend so far as the education above the state standards, upon the wealth of the particular school district, the local pride and leadership in that particular community.

The next question is: In what way can that basic principle be put in operation? It would be futile for me to digress very much on that. But you school teachers are familiar with the constitutional limit on the tax paying powers both with and without the vote of the local school districts for assessments for school purposes. Conditions are such that in a good many portions of the state where by reason of the low assessed valuation the constitutional limit for school purposes doesn't raise enough revenue to produce any decent sort of school. Therefore, one of the plans under consideration by the Commission, tentative of course, is to put through a program that will permit educational aid to school districts where it is needed, so that you then can leave a leeway

for the expansion of that district in education above the standard of the state and yet stay within the constitutional limits. In other words, if we can work out a program that will put the local tax levy by local districts at a figure that there will be some leeway for them to educate above the standard maintained by the state, then education will have a chance to grow and expand in accordance with the wealth of the particular communities, local pride and leadership.

I want to apologize to you if I somewhat stress as I have the rural or elementary schools. It isn't because I do not appreciate the importance of higher education. It isn't because I do not realize the great work of the higher educational institution and those identified with them, but I haven't got the time to go all over that even if I were qualified, but my work has been more along the common schools, because that was the assignment made to me, the rural schools. But it is at once apparent that in the common schools of this state you build the foundation that will reflect itself in your higher education. An expenditure in the elementary schools of the state better to prepare for the entrance to the higher education will at once curtail the cost of your higher education and permit us to use the money which they spend now partly in training those that should have been trained in the elementary schools; they can use that educational allotment to go on in the field of the advancement of education.

So that we see that in the common schools of this state is your foundation. The common school children are the higher educational students a few years thereafter.

Now, of course, it is easy when a program comes in for this fellow in this locality to say "I don't like that. That might make me pay a little more tax than I am paying now." Well, let us analyze that. If the basic principle is that Missouri as a state should assume a certain standard of education, then if Missouri has not been doing that, then if she fulfills the mandate of her constitution, the very fact that for all these years she has failed to maintain the responsibility placed upon her by the forefathers who drew the constitution, is all the more reason why she should do it now in this advanced age of civilization when in every walk of life competition is keen, and the boy and girl who succeeds today must necessarily be better equipped than those of a generation ago because the field of competition is keener. The fact that Missouri has not done her duty in the past is no excuse for her failing to do it now. Then if that would increase the cost, naturally there might be some increase in the tax. I am not speaking now of any particular tax. I want you to get my idea. I am talking about the general revenue because even a school boy knows that this Survey Commission cannot carry out a comprehensive program for more aid to schools and

education, relieve the congested conditions in the eleemosynary institutions and the penal institutions, relieve the immediate needs of the universities, the teachers colleges and other forms of education, the Missouri hospitals for trachoma and tuberculosis and the industrial homes, we can't do that unless a new source of revenue is opened up and the money with which to do it is poured into the treasury of this state.

Therefore, I beseech you to put out over the state that it is not the duty of the people of this state to look upon the report of this Commission locally, no further than the local situation goes to make up the whole, wide project, looking down into the future, a period of ten years, as authorized by the bill, and then remember that in the work of the Commission we had to keep a program as laid out within the state's ability to pay, and when you have done that, you will have done much to aid in the development of public sentiment that if rallied to the support of this Commission will reflect itself in the report, (or at least the substantial part of it), being put into execution in the state. When you get the people behind a thing as a rule you will prevail. If the people of the State of Missouri are not behind this, then we have failed, because our report can never be put into execution unless it meets with the popular approval of the people of the state.

I could go on and take up singly some of the taxes. If you will permit me I want to call your attention to just one of them, known and called by some the luxury tax, and by some called the consumption tax. Now then why isn't that fair? Can there be any argument advanced against it? Not a thing included within the three things tentatively under consideration by the Commission represents a necessity.

It would be a different thing if you had a general sales tax recommended by the Commission. That would not be good. It would be bad to tax a man on the necessities of life because when you do that you are taxing him on something he may need, especially those who are making small salaries and you are making it a mandatory tax because he must buy the necessities of life, but when you place the tax upon luxuries, what a man spends for luxuries represents his excess income above what he needs for the necessities of life. When you compare the statistics that we have, Missouri out of twelve states picked from the North, East, West and South, Missouri, stands fifth in wealth and I believe it is either sixth or seventh in her support to her elementary schools and then in her support of that higher education she drops down to eleventh, only one state below her, and yet she is fifth in wealth. But when you take what Missouri spends for luxuries such as we have defined, Missouri steps up one place above her estimated wealth of fifth and takes a position in expenditures for these luxuries of fourth. These statistics conclusively show

that other states surrounding Missouri are giving more to education than is Missouri, while Missouri is spending more for luxuries and by doing that she is starving her education which is so in need of advancement. This tax also reaches many who do not now pay anything to the upkeep of the government of this state nor to the advancement of education in our schools. It is a painless tax and since this money must be raised if this program goes on, the Commission has tentatively considered—I want you to understand none of these things I have said will be final recommendations of the Commission—I don't know what the Commission will do—but they are under consideration, but it does seem to me that it is a much fairer tax to raise a great deal of this additional revenue so necessary from those who are wasting that now on the luxuries of life rather than to put it on property, at least in so large an amount which is already so heavily assessed and burdened with taxation.

I want to apologize to Dr. Engelhardt and Dr. Strayer. I was afraid when I got up here I would perhaps transgress on their time. I think I have done so for about five minutes. I want to apologize to you for burdening you with it but this field is so big, the chances for development in Missouri so large, that if one will just get down and look at it not from the spirit of local benefits alone, not in a selfish aspect, but view it as a state-wide program for Missouri. It is a wonderful thing. It opens up wonderful opportunities and we are just hopeful, we are very hopeful in this Commission that we may bring to you something with the aid of the expert educators, the financial men and others. we are hopeful that we can bring you something that you will put your stamp of approval upon and that it can be put into effect in Missouri and that that plan will finally work so successfully that in the future years to come there will be added justification for a citizen of Missouri to exclaim proudly in other parts of the world, "I am from Missouri!"

Now then, in closing permit me again to extend both my personal thanks for your kind invitation to us to be here and address you and also for the magnificent support that you have given this commission and which you have evidenced you will continue to give us in the future. We appreciate your support, we appreciate your confidence and may we say in closing, continue the work of this Missouri State Teachers Association. You are doing a great work. And to you perhaps as much at least, if not more than any other body in this state, is due the credit for the sacrifices and long advancements that have been made in this state to improve educational standards of this state and the fervid wish of this Survey Commission is to keep up the good work and more power to you. I thank you. (Applause.)

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THE CHAIR: That was fine. These two gentlemen, representatives of the Survey Commission, are the members of the House of Representatives. It was mentioned to you by Representative Jones that the General Assembly of Missouri will be one of these hurdles that the Survey report will have to pass. Now I want you to show by your applause the type of support we are going to give Representative Ricketts and Representative Jones when their report gets before the House of Representatives and we will indicate by that same applause how much we appreciate the fact that the Survey Commission has sent these men here to us this morning. All ready now.

(The audience arose amid loud applause.)

THE CHAIR: A little while ago I said that the members of this Survey Commission were serving without any compensation and that is true. One thing I have marveled at personally is the amount of time these men have given without a single cent of compensation because this measure creating the Survey Commission created no compensation for

the members. I want to say in introducing the representative of the Staff, leaders of the staff employed by this Commission, that the same thing applies to them. Every single cent provided by the Survey Commission for the executive of the Survey went to the Bureau of Field Studies, the teachers, Columbia University, and every cent of it and more too, was spent for the actual prosecution of the survey. So that neither of the distinguished leaders of this Survey are compensated in any way for the work they are doing on this Educational Survey.

I am very glad to have the privilege of introducing as one of the Joint Directors of the Educational part of this Survey a man well known to every one in this audience because he has on many occasions visited Missouri and all of you who have heard him speak know that there is no more vigorous, no more courageous and no more gifted worker in the field of education than Dr. N. L. Engelhardt, and I am glad to present him to you at this time. Joint Director of the School Survey, Dr. Engelhardt. (Applause.)

### Address of Doctor N. L. Engelhardt, Associate Director of Surveys.

Mr. Chairman, Fellow Workers in Education: Last August, late in August, there was a conference here at the Jefferson Hotel. I had been asked to come on to discuss with the Survey Commission the educational phases of the Survey. We sat in conference practically all day. At the end of that time I said to the Survey Commissioner that it would practically be impossible for the Division of Field Studies to undertake the work. The time was too short; the money that was available was not enough to make the kind of a report that would satisfy the educators of the State of Missouri. The chairman of that particular meeting said, "Come on. Come with us, help us." And it was only after their earnest plea and because of the splendid purpose evidenced by the Survey Commission, the intense interest which they indicated they possessed in this field that we agreed to undertake the task and finish a report which we could call a preliminary report, by December 1st.

Our report is to be presented a week from Monday to the Survey Commission. On this occasion we are not presenting the report because our report must first be passed upon by that body which has given so much of its time and devoted so much of its energy to the phases of education in which you yourselves are interested.

It has been a great pleasure to me to have been associated with the Survey Commission. I have traveled throughout this state with the members of that Commission. I have found that they were only interested in discovering conditions, in trying to ascertain the remedies and discovering how those remedies could be effected according to the ability which the state possesses to pay for the cost. It has

been very, very interesting to find a group of laymen as intensely interested in public education as the group which comprises this Commission. And I can assure you that if they themselves can dictate what the results will be, it surely will mean a tremendous advancement for the cause of public education in this state.

The Survey itself is perhaps just an interim report, is between the kind of a survey which you yourselves as an Association have been making and the kind which you will continue to make after we leave the field. We do not in any sense assume that we have discovered conditions in the state which you may not have discovered already and may not have discussed in great measure. We may have brought conditions together in a different light and may be applying a remedy which is perhaps different in some aspects, but the report that we make is essentially an interim report because this great association must go on with a permanent, continuing survey of public education in the State of Missouri if public education is to keep pace with the other aspects of modern life. Your studies on curricula, your studies on financing are really models for other state associations to adopt or follow. What we should like to do is to encourage you to cover the field of public education in such a way that there is no aspect of public education into which you do not delve with that degree of research which you have indicated is possessed by this group, no aspect into which you do not delve and no aspect into which you do not bring to a development a program which is the practical modern public education.

It is a little surprising to us as we study the school systems in various parts of the

country to discover that some how or other the brunt of promoting public education falls upon the teaching group. It ought not to fall upon that particular group. I think something is fundamentally wrong with the contacts that we make with the general public, the kind of publicity that we give to the general public and the kind of work that we expect from them. We say confidently that education is a state function. Somehow I don't like that word "function" anymore because in a study of state after state, and community after community we find that education really has not been accepted as a function of the state. That education as a state function is merely a by-word, a slogan, which is utilized on particular occasions when it is considered appropriate and then forgotten. It can't be a state function in the real sense of the word "function" if conditions are allowed to exist as they exist within the borders of your state and within the borders of other states.

What we have seen in the state of Missouri would include some of the finest kinds of classroom instruction, classrooms into which we have gone with a real pleasure, a real joy and a realization that there was a truly professional individual, fully trained and fully competent to render service to the group placed under his charge. We have seen library service, libraries of the finest character; we have seen buildings which would score very high on well known score cards. We have seen business management and building plans and building specifications, and curricula developed by the administrative and supervisory staff together with the assistance of the teaching group which were superior in every aspect. But we have seen, on the other hand, so many things at the low end of the curve, so many conditions which were deplorable, unsatisfactory to you, unsatisfactory to anybody who made an examination of them in any detail, that we wondered why a state like Missouri has not accepted in the past its real responsibility, its real obligation toward education.

Education is not a state function but it surely is a state responsibility. It is a state obligation and somehow you, as you go back into your various sections of this state, have got to carry the message that you are simply the agency which the state has assembled to carry on that responsibility which really belongs to the state, to give to every child within its borders a fair chance. You can't have a fair chance if you are a youngster in a four month school. You can't have a fair chance if you are a youngster of a poor family and you can't get the money to pay your high school tuition; you can't have a fair chance if there isn't enough money available in your family to provide the adequate text-books that are needed in order to carry on the work of your course; you can't have a fair chance if you have got a teacher who doesn't know how to teach.

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*Correspondence Invited.*

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**Selecting Teachers, A Professional Matter.**

I was with a board of education a short time ago that had called me in for this particular purpose and said to me, "Whose obligation is it to select a teacher?"

I said, "It is the obligation of the professional executive, the superintendent of schools."

"Well," they said, "we would like to debate that with you. He doesn't select the kind of teacher we want; he doesn't consider a lot of factors which are potent to us, namely, the man who pays taxes, or friendship, or other facts of that kind."

And I said them, "Suppose, for instance, I were a third grade candidate and I were appearing before you as members of the board of education seeking a job. Ask me the questions you would ask of that candidate, bearing in mind that you have already asked me my name and my age and where I went to school and how old I am, and what my father does, and how many children there are in the family, that is all those things which are of a non-professional nature."

And I said to the president, "Suppose you ask me the questions you would ask a third grade candidate."

The president said, "I pass."

I said, "Well, we are not playing that game. We are interested in some other aspects of the work. We want to know the questions you would ask the professional questions."

He said, "I don't know."

Well, I went right down through that entire list of board members and nobody would ask me a professional question, and so I turned to the superintendent and I said, "You begin and ask me the professional questions you would ask a third grade candidate."

And he began in the field of reading, began to ask me about the different kinds of methods, about the different types of text-books, and how they related themselves to method, about the tests that were available in spelling and what I would do in the field of arithmetic, and what I knew about music and art for that particular grade, and finally I held up my hand and I said, "Mr. Superintendent, I am not a candidate for the third grade room in your system. I don't know anything about third grade work."

Now at that time I had been in the field of education all my life, in the professional field — perhaps some twenty years, and yet I didn't know anything about third grade education. And yet we say in this state boys and girls can go to school with individuals who have no more than a high school education, with teachers who are untrained teachers, who are perfectly willing, perfectly anxious, but teachers to whom the state hasn't given the training which will allow them to promote the educational program that ought to be promoted. You can't get a trained teacher unless you put that teacher through a period of training which is the equivalent of training in other professions, and it is high time that we, as a teaching group, stood up and said that to a state and had that recognized as a part of the state's responsibility.

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### Schools that Represent a Past Generation.

In a certain room into which I went a short time ago I found a group of children who were using a text-book, a text-book which described the conditions in the world previous to the end of the World War. It had a copyright of 1915 in the copy-right date. In that particular classroom there was no book which had a copy-right date after 1922. Is that fair to the children? Is it? Is it fair to allow a child to be brought up with the idea that world conditions still are as they were in 1915? No. And yet, whose obligation is it? Is it the obligation of the group of people, that group of laymen who are untrained, or is it the obligation of a group like this who are to set up standards which are recognized and adopted by the state to the end that no child is allowed to use a text-book or feel that the text-book which he has is the last word in its particular subject unless it is the last word that we know in that particular field.

We have gone through buildings, we have found buildings in the state which were wrongly built, which would rate on a score card somewhere about 200 or 250 points out of a possible 1000, out of a desirable 1000; building in which communities have spent their money, at probably the suggestion of somebody who thought they were a competent body, have spent their money without getting an adequate return. We have seen budgets which may not be called budgets in any sense except that you are willing to admit that anything that may be merely listing of items may be considered a budget. We have seen accounting systems which are not at all adequate, accounting systems which do not recognize the tremendous progress that has been made in this particular field. We have seen systems of transfer of funds, systems of taxation and systems of assessment which need considerable remedy if the state is to move forward. In other words, you have a burden, you have an obligation, your task is to set up standards and by constantly increasing those standards to the point where you know that particular school system of which you have charge is really in the van and is not lagging behind in any sense.

To us as we have traveled about the state it seems so unfortunate to have 7,000 or more one teacher schools which represent a past generation rather than the work of today.

I was standing in the doorway of one of those schools, a school located on a concrete highway with modern automobiles passing by at a tremendous rate, with an airplane hovering above or passing by to a neighboring city, and I wondered why we as an educational group allowed that anachronism to exist, a school system in which there was no chance for the individual, a school system in which the teacher was really getting no joy out of the work, a school system in which everybody

acknowledged a forward program could not be advanced, a school system which does not recognize in any sense our modern psychology, the fact that individuals must be trained as individuals. You know that you have in this state 13,000 mentally superior children who are not being given any kind of a chance, children who ought to be acknowledged as those who will make the leadership of the next generation and who ought to be trained for that kind of leadership, and yet probably 10,000 of them are being recognized merely as those who can just trudge along with the procession and not get anywhere in advance of the procession. You have somewhere in the neighborhood of 20,000 physically handicapped children who are not being given any kind of a chance; you have about 9,000 temporarily defective children who are being denied an opportunity of improving the defect. In other words, you have somewhere in the neighborhood of 50,000 to 60,000 typical children who require special attention, and yet as the doctors, as the people who ought to see that a change is brought about, we apparently or you apparently are helpless to a large degree. And why? Just because somehow or other laymen, the taxpayer, the general public, doesn't realize what a tremendous advance has been made in public education and what the potential power of a group like this is to improve the conditions of the state, not only with respect to education but with respect to social conditions, with respect to the advancement of industry and with respect to the acquisition of wealth.

### Missouri Is Able to Pay.

The state is able to pay. The state on all the figures we have been able to get together is able to advance very large sums toward the improvement of public education. Compared with its ability to pay Missouri is not beginning to live up to the ability which it possesses. Compared to the effort to support schools in other communities or in other states which adjoin, Missouri is far down in the list. In other words, if Missouri desires to be an average state, it must become average in the amounts which are contributed to public education on a unit basis, which are acceptable to the profession, and it must indicate that it is willing to place its ability to pay in comparison with the effort which it makes so that it may be on the same point in the scale of effort as it is with respect to ability.

I should like to spend a great deal more time in discussing with you the kinds of things we have discovered. A great deal more time in discussing with you the kind of a program which we would like to advance. We have studied all parts of the state. We may not have come into your particular classroom but we have had representatives in every part of the state, representatives who have reported back to us conditions which they have

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found. There is really no particular part of the state which is favored. There is no particular teachers college which is favored and there is surely no indication in the figures which we possess of any favoritism having been shown to the University of Missouri.

Your program is a program which must think in terms of a building-up process, a process which sees to it that no child in the grades is denied the opportunity of progress. It is the kind of a program which must recognize the validity and desirability of kindergartens not only in our large cities, but in our rural sections and in our small villages and cities of this state. It is folly to have a state attitude toward kindergartens which denies the value of work in that particular field. It is most desirable for us as we go out to think of junior high schools which are really junior high schools and we would say right now that there are very few junior high schools that are more than junior high school in name in the State of Missouri. Those which we have

visited are in some senses a distinct advance over their departmentalized eight-four plan, but a great deal of progress has to be made in order to make a junior high school the acceptable institution which you would like to have it.

And so not only in those fields but in the teacher colleges a great program of advance must be made. In the institutions for the deaf, the institutions for the blind, in the State University, a very forward-looking program, as we conceive it, has been laid down in the report.

#### Thinking in Terms of Entire State.

As you go back to your communities it does seem to me you must go back with this slogan: We are thinking of the needs of Missouri in terms of the entire state, we are not thinking of favoring any particular community, any particular city or group of cities, or any particular section of the state. We want a program which will give each and every one of

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you a chance to progress. We want a program which will see to it that there is instilled into the minds of all the teachers of the state the fact that progress is possible and that progress must be made. We must have faith and hope and as one of our foremost and able leaders said, "Parity." I think that the slogan of this state association might very well be, "Faith, Hope and Parity,"—and not the least of these is parity,—an equalization of opportunity founded upon a truly scientific basis and willingness to acknowledge research, a willingness to accept and recognize trained leadership and trained teaching service, and only as you go forward with that kind of a program will you make possible the advancement which we hope will come in this state.

I thank you. (Applause.)

THE CHAIR: Our program is going absolutely on time. There will be no question but that you will be out of here before 12:00 o'clock.

I am sure you now join me in saying to the last speaker, we have faith in the Survey Commission, we have faith in the staff they have employed, and we hope that their program will be adopted so that we will get the parity.

We have the pleasure in hearing next in the Joint Directors of this Survey a man who is also known to I think practically every person in this audience this morning, so I will take no time introducing Dr. George Drayton Strayer, of the Teachers College, Columbia University, another one of the Joint Directors of Education of the Survey. Dr. Strayer. (Applause.)

## Address of Doctor George Drayton Strayer, Associate Director of Surveys.

The first constitution adopted by the people of the State of Missouri proposed that schools and means of education shall be forever encouraged by the state. In the constitution under which you now live and are governed it is proposed that general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this state between the ages of six and twenty years.

In line with this or with these proposals the people of the State of Missouri have during the whole of its history sought to provide the means of education and support of the public school system. They have been partially successful. That the intent of the state was to equalize opportunity is indicated by a series of legislative enactments that purport to carry into effect this principle. The difficulty has been two-fold: one, that the method employed was not always sound; and the other that not enough money has been provided by the state.

Any scheme of state support that proposes to distribute money in terms of the number of pupils to be instructed is unfair and cannot accomplish the purpose that the state has in its support of its schools. The reason that it is unfair is obvious to anybody who stops to analyze the situation. If you live in a community in which the classes can be and are relatively large, let us say thirty-five pupils per teacher, you are fortunate in the amount of money you get from the state, but if you are one of those unfortunate communities in which there are only ten, fifteen or twenty children—and there are hundreds of communities like that in the state of Missouri—you are out of luck for the apportionment of money in the terms of children doesn't begin to measure the cost of maintaining that school, for you

will have to have a teacher and you ought to have as good a one if you have twenty children as you have if you have thirty-five children enrolled in the class.

But it is even more grossly unfair, if you will analyze the situation, with respect to the ability of the people of the community to support their school. The last report of the State Superintendent of Schools in Missouri recorded these facts: There were fourteen districts in the state in which the assessed value was between \$10,000 and \$20,000; seventeen in which the assessed value was from \$20,000 to \$30,000, 382 in which the assessed value was from \$30,000 to \$40,000; and 470 other districts where the assessed value was less than \$50,000.

If you take the wealthiest one of these 900 school districts and take the maximum amount of support now available to those districts, it would be impossible after they had levied the constitutional tax up to the constitutional tax limit for any one of those communities to maintain a reasonably efficient school for a period of eight months.

So what do they do about it? Again referring to the report of the State Superintendent of Schools: Fifty school districts had less than four months. It doesn't make any difference what you say in the law about the distribution of eight months school, if you haven't the money you won't run a school. There are 270 districts which had less than six months; and 972 districts that had less than eight months. Was it the fault of these people particularly, was it the fault of these children who lived in these poorer districts? No. The fault was to be found in a state system of support which did not take into account what its fundamental principles were which are everywhere today acknowledged.

The first is that the state has an obligation to provide a minimum standard program

of education; and second, that it has the obligation to require of no community any greater effort than that exerted by any other for the maintenance of that minimum program.

I say that is acknowledged. I think possibly you would like to have me support that idea. I can tell you of a state in which that principle has been worked out during the past six years. It happens to be the state in which I live.

Six years ago in New York state we were still upon the good, old-fashioned basis of distributing money in terms like those that I have described, where the richer grew richer and the poorer grew poorer by virtue of state participation in the support of education. Then came one of the most significant inquiries that has ever been made in the history of education, a study of the support of public education in the state of New York by Dr. Mort, and out of his study there came a proposal that the state of New York should accept a minimum standard program which it would guarantee to every child within its borders, and that the effort to be exerted by every community within the state should be in terms of its tax-paying ability.

What was the result? We have moved in the state of New York from \$19,000,000 support for public education from the state to approximately \$90,000,000 a year support for local schools contributed by the state.

#### A New Economic Situation.

Why does this have to be done? I have pointed out that communities differ greatly in their ability to pay taxes, and that is true because of the economic situation which has developed for the most part during our lifetime. There was a time when in the State of Missouri people were more or less equally able when Missouri was primarily a great agricultural community, where one farm while possibly not so good as another yet everybody was approximately on a level, and especially as you took a group of farmers. You could consider that they were more or less equally able to pay. And now we have a situation in which the property tax levied both on the farms and in the city has reached a point where the question is in some cases whether a man can afford the luxury of owning the property that is taxed, whether he can afford to pay the tax and enjoy such income as he can get from his property. We have amassed wealth in terms of commercial and industrial enterprises which center in the cities. And does the city have any peculiar or particular right to enjoy all the benefits? No, not at all. Because the city exists only by virtue of the whole territory which it serves.

We see in our part of the country a suggestion printed on the billboards and the sheets of our newspapers that centered in St. Louis in the forty-ninth state, said forty-ninth state being the total area which contributes to the wealth and industry and commerce of this great center.

More than that, there are today throughout the State of Missouri thousands of boys and girls who are being educated at the expense of the communities in which they live, who are just as certain as tomorrow's sun rises, to come into the cities from one end of this state to the other to contribute what they have to offer to the wealth and prosperity of those communities when they achieve their majority. So even if we were to look at the situation from a purely selfish point of view, even if we were unwilling to be idealistic, we could still make a perfectly good case for the obligation of the state and the necessity for state support if there is to be prosperity within its borders.

No, it is not a case of the city against the country. It is not a case of one person paying the taxes and the other person reaping the benefits. The issue is much broader than that. It is an issue of the welfare of the prosperity, of the development of the civilization of the whole people, and the state may not avoid its obligation without suffering as a result.



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**A Definite Program Proposed.**

But it is easy enough to talk about the necessity of a program like this in general. What people want and what they have a right to ask is that a definite program be proposed. Some part of the tentative recommendations that have been made have been given to the press. May I revert to some of those and may I explain them?

If Missouri were to provide for every child within her borders as good an education as that which is now provided in the communities of average wealth in the State of Missouri—I want you to get that—if you take the community of average wealth, not the wealthiest, not the very well-to-do, but just the average wealth, and if you set that as your standard and say, "What is provided in the community of average wealth within the State of Missouri is good enough for the whole state," then you would have to provide education in this state that would cost for each elementary school unit \$1500.00 and for each high school unit \$2000.00. Now is it unreasonable to propose that what is already accepted by communities of average wealth shall be the accomplishment and standard for all boys and girls and for all of the state? We think not. But we are not here to propose that Missouri seek to accomplish that end all at one time. For the proposal which has been presented to the Commission and which has been given to the press suggests that Missouri start with a program that will require \$900.00 for each elementary school unit and \$1200.00 for each high school unit. Surely that is a very modest and moderate program. You see it is way below the present program as offered by the communities that have only average wealth.

Then we propose that during the period of ten years which lie immediately ahead that program shall be stepped up from \$900.00 to \$1050.00 for elementary school units; from \$1050.00 to \$1200.00 per elementary school unit; from \$1200.00 to \$1350.00 and from \$1350.00 to \$1500.00.

Dr. Engelhardt said a few minutes ago that Missouri could afford it. There isn't any doubt concerning the economic resources of the people of this state. The issue can be put without any question on this one principle: Does Missouri want education for all of its children as much or more than it wants other things that it buys with the money that it has to spend? Now personally I haven't any doubt about it. I think the only reason the people in any state in this Union have up to this moment failed to provide complete state-wide schemes of public education is because they don't know about it, or because the program that has been presented for their consideration hasn't been sufficiently explained to them. We say Missouri can do it.

**Local Control Encouraged.**

What is the further details of the plan? Mr. Jones gave you a suggestion of it. I would like to carry that explanation just a

little further and have you understand that it is a tentative proposal which must be acted upon by the Commission. It is this: That there ought to be preserved in this state local self-government; that there should be no attempt to set up bureaucratic control of education and that the only way you can preserve to the people of the localities the right and responsibility to develop their scheme of education is to fix your program of state support on the basis of taxation which is less than that which is permitted by the Constitution.

If we were to propose that state support should be granted only after each locality had levied the maximum tax allowed by the Constitution we would have proposed to turn over the control of public education to the state department and take it away from the local communities. Now we don't propose any such thing. Our proposal is that after the school area, the local administrative area, has taxed itself on the 35 cent rate, then the state is to step in to provide the rest of the money necessary to maintain the state minimum standard program. That leaves both the responsibility and opportunity to the local community to go ahead and develop beyond anything that the state requires in its program of education. And it should be so for the only hope that there is of progress in education is in the advance and experimentation which will take place and which should be encouraged throughout the state.

Well now, that formula is really so simple that I think everyone here ought to be able to take it back home and take it to every citizen that he can come in contact with. Levy a 35 cent tax locally on the basis of equalized assessments. Equalized throughout the state.

When you figure how much money that will produce, then the state shall have the obligation to enter to provide the rest of the money necessary to maintain a minimum standard program. \$900.00 per elementary school unit; \$1200.00 per high school unit; isn't that so simple that if any man gets it clearly before him he can see that upon that basis everybody is being treated alike?

Then the further guarantee, and if the locality wants better schools, there is still guaranteed to it the difference between that 35 cent tax and the constitutional limit of 65 cents which the community can move forward with and do or provide the kind of education not required and not set up as the standard by the state.

**The Cost.**

What will it cost? That is the question that everybody is going to ask the minute you begin to talk to them about this program and there were some figures printed in at least one of the newspapers that were not accurate. Therefore, I am going to give them to you this morning as they were presented in the tentative report to the Survey Commission. They run as follows:—I have them here.

For the first biennium, \$5,500,000 annually, or a total of \$11,000,000. Added to the present state support, \$5,500,000 annually.

For the second biennium, and remember in the second biennium the program is to be stepped up, the state's minimum program instead of being \$900.00 is to move up to \$1050.00. That will require \$8,000,000 per annum.

For the third biennium, and with a \$1200.00 minimum program established by the state, will be required \$10,000,000 per annum; for the fourth biennium when the program has been stepped up to \$1350.00 per elementary school unit, \$12,000,000 per annum.

For the fifth biennium, when you have arrived at the point to which the community of average wealth in Missouri now is, it will cost the state to guarantee such minimum program to all children within its borders, \$14,000,000 annually beyond the amount now provided.

#### Better Support Must Guarantee Better Schools.

Well, is the survey going to rest satisfied merely with a proposal that greater support be given? And the answer is, "No." Carrying right along with the issue of greater support in order that there may be better schools, the report already made to the Survey Commission proposes that the qualifications of the teachers, the consolidation of schools, the kind of school buildings, the sort of school organization, shall move along with the increased support. It would be the height of folly for any professional group to propose that a state greatly increase its support of schools without getting better schools.

I would like to emphasize the point that Dr. Engelhardt made with regard to the one teacher school. I think that there have been occasions in which genius has presided over the destinies of a group of children in a one teacher school. I think you may. I know you have had people of such genius in the State of Missouri, but I stand here today to propose that in the long run the one teacher school will be and must be an ineffective educational organization. That you must have more children together, that you must have the possibility of classification, that you must have the possibility of offering a variety of opportunities to the boys

and girls who attend those schools or you will deny to the boys and girls in these small units the opportunities which you guarantee and do give to children in other centers. Missouri is moving ahead on a road program that is expressed in terms of hundreds of millions of dollars. I would like to propose that every mile of that road that is built becomes significant when it gets a school bus on it that is taking children from the poverty stricken one-teacher school into the consolidated school where they can get as good education as is offered to the children of the city. (Applause.)

I went the other day along one of those wonderfully built highways and in the course of six miles went by five one-teacher schools, and I said to myself, "The time has come when Missouri needs to put into practice universally what she has begun to do in some more favored regions by way of bringing these children into the centers where they can get a significant education."

#### Higher Education.

The Survey has not neglected higher education. I had thought to begin my remarks this morning by saying that the best evidence in the world of the purpose of the state to support education was to be found in the state support of teacher colleges and the State University. Nobody proposes that because boys and girls go from all parts of the state into these state institutions that the localities from which they come should support them. On the contrary, ever since they have been established the people of the State of Missouri have said, "We will support these institutions." Now they haven't done it as yet as adequately as they need to. Every state teacher college within this area today needs more by way of buildings and equipment and more support. The State University needs and must have within the period of the next ten years more than \$8,000,000 if it is to take care of the students who come and to offer them the opportunities which should be provided there for them.

Again I know of no investment that the state can make which will more certainly pay dividends than that which it makes in the education of those who enter our profession

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and those who are to occupy the positions of leadership throughout this society.

And now for the conclusion of the whole matter. The report so far as we are concerned, the report on education, will be handed to the Commission a week from next Monday. There may be in that report something that you as an individual may dislike, that you as an individual may say, "Well, I don't quite agree to that." And I am going to make one plea to you, not as a personal matter but as a professional matter. If teachers of the State of Missouri will stand solidly back of the proposals that are made to the Commission and by the Commission made to the Governor and to the Legislature, that program will prevail, and if you want to defeat the program that the Commission proposes and that the Governor approves, the best way I know to do it is to say, "Well, that doesn't suit me. I would rather have it in some particular just a little bit different."

#### Have Faith in Missouri.

Those of us who have worked on the preparation of this report have no pride of personal opinion or of authorship. We are submitting to the Commission the kind of a report that grows out of as careful and painstaking study of the problems that were presented as we have been able to give. We have interpreted the facts in the State of Missouri in terms of experiences of other states of the Union. The program and recommendations are sound if the progress made by other states is any indication of the worth of the recommendations. And so without any personal suggestion in it I ask that you go out to teach your public that you accept a responsibility for every layman and every group of laymen that you can possibly come in contact with, for the job will not be done until the people of the State of Missouri are convinced that this program is sound and that it is reasonable. There is only one criticism that I would be willing to have you make and that is that the report, insofar as it has to do with the support of education, is conservative; that we ought to have recommended that more money be spent; that we would have been justified in proposing that the people of the State of Missouri could have gone ahead even more rapidly than we have proposed.

I remember that that gentleman who recently occupied the White House had as a slogan when he was Governor of Massachusetts, "Have faith in Massachusetts." I say to you: "Have faith that the people of your state want and will provide adequate education for all of their children." And I would like for you to take to them as you develop the argument in support of the Survey recommendations this ideal, expressed some years ago by that greatest of all philosophers, John Dewey; "What the most intelligent parent in the State of Missouri wants for his child, that the State of Missouri wants for all of its children. Any other ideal is unlovely and undemocratic." (Applause.)

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 Brightman, S. C., St. Louis  
 Bruton, George, Bolivar  
 Buck, Anna, Cameron  
 Burton, Wood P., Herculaneum  
 Civill, Helen C., St. Louis  
 Cochran, R. M., Bethany  
 Cole, Emma, Sedalia  
 Coleman, Mary, Kansas City  
 Cook, Vinnie, Hannibal  
 Cosgrove, Teresa, Kansas City  
 Cox, Clara Belle, Lamar  
 Crane, Opal, St. Louis  
 Davis, Blanchetta L., St. Louis  
 Diekenga, Alice C., St. Louis  
 Donovan, Anastasia G., St. Louis  
 Draper, Leona, Harrisonville  
 Dunnica, Lillian H., St. Louis  
 Eckman, Otto, St. Louis  
 Fenton, Emma H., St. Louis  
 Fox, Ellen E., Kansas City  
 Fox, Julia Mae, Cape Girardeau  
 Frye, Elroy E., Columbia  
 Gaines, Miss Foster, Kansas City  
 Gallagher, Agnes, St. Louis  
 Gentry, Ella Lee, Monroe City  
 Gideon, T. E., Doe Run  
 Godron, Adolphine, St. Louis  
 Goodall, Margaret M., Webster Groves  
 Greenwood, Mrs. J. M., Kansas City  
 Halley, Mary Belle, Leadwood  
 Hammon, Mary, St. Louis  
 Heskett, Kathleen, Hunnewell  
 Hibbard, H. W., Columbia  
 Hidey, Everett, St. Louis  
 Hodge, Florence, Chanute, Kansas  
 formerly Clinton, Missouri  
 Holmes, Berta, St. Louis  
 Hooker, H. D., Columbia

Howard, Clara E., Springfield  
 Hurst, Nellie, Kansas City  
 Jenkins, T. H., Marble Hill  
 Jones, Evelyn, Unionville  
 Kentling, W. Emil, Morrisville  
 King, S. O., Nevada  
 Koch, Jessie, Granite City, Ill.  
 Lewis, Howard F., St. Louis  
 Lowe, Lewis E., Richville  
 Matthews, Joe, Dexter  
 McCarty, Adelina, St. Louis  
 McLaughlin, Willa, Sheridan  
 McLean, Julia E., St. Louis  
 Mason, Charley, Higbee  
 Melton, Mrs. Leslie, Parsons, Kansas  
 formerly Clinton, Missouri  
 Mignolet, George, Kansas City  
 Miller, Sam M., Conway  
 Myers, Etta Mae, Kansas City  
 Nichols, Larew, St. Louis  
 Page, Octava, Big Piney  
 Palmer, C. J., Lecomia  
 Perkins, Mrs. Mattie, Flat River  
 Picken, May L., Kansas City  
 Pye, Emeroy, Kansas City  
 Raines, George M., Farmington  
 Rayne, Margaret A., St. Louis  
 Sears, Joyce, Williamsville  
 Schmitz, Laura, St. Joseph  
 Scott, Albert W., St. Louis  
 Siebert, W. S. V., St. Louis  
 Snyder, Helen Vivian, Hamburg  
 Spaid, John W., Jasper  
 Thomson, Mrs. Florence, Lawson  
 Underwood, C. E., Crocker  
 Urban, Mrs. W. C., Edinburg  
 Utt, Mrs. Paul R., Warrensburg  
 Walker, Verna, Avilla  
 Wilder, Anne Crombie, Kansas City  
 Work, Rev. J. B., Tarkio  
 Wright, Erma, Fair Play  
 Wyllie, Barnett D. S., St. Louis  
 Yates, John Logan, St. Louis

## Report of Committee on Professional Standards and Ethics to Assembly of Delegates, Missouri State Teachers' Association, St. Louis, 1929.

**Approved by Assembly of Delegates, Nov. 13, 1929.**

**T**HE COMMITTEE on Professional Standards and Ethics presents the following report:

It is the opinion of the Committee that our adopted Code of Professional Standards and Ethics presented in its present form, suitable to be framed and placed on the walls of Missouri's Classrooms, meets the immediate needs of the members of the Missouri State Teachers' Association. Therefore, we recommend that it be continued without change in either its phrasing or form.

Our present Code places due emphasis upon ideals, service and leadership and points out that our highest obligation as teachers is to the boys and girls entrusted to our care. It encourages professional growth by urging membership in standard educational associations and by insisting that all teachers should secure full standard professional training and should regard teaching as a profession and a career. It recommends equal salaries for equal service to all teachers of equivalent training, experience and success. It points out that teachers in act and conversation should so govern themselves that the profession be given the confidence of the public. It states the teachers position with regard to offering adverse criticism about fellow workers or the school in general; but encourages constructive criticism when voiced to the proper authority. It holds that a contract should be held inviolate unless the consent of the school is obtained to release the obligation. It points out specifically the teacher's relationship to fellow teachers when applying for a position.

The Committee wishes to enlarge upon Section 10 which reads: "We believe that a teacher should take no step toward a specific position until the place has been declared officially, legally, and conclusively vacant." The practice of a few superintendents and teachers of sending out letters, broadcast, to Secretaries of Boards of Education, intimating that a vacancy is expected tends to create an impression in the minds of board members that their superintendent or teachers in question are dissatisfied and therefore not in a position to render the best service to the community. We believe that grave injustices have resulted from such practices. We recommend that superintendents file a copy of our Code of Professional Standards and Ethics with the secretary of their board of education.

The Committee is of the opinion that Section 14 should be more fully explained. It reads as follows: "We believe that the moral influence of the Missouri State Teachers' Association should be brought to bear on any teacher whose conduct is not in harmony with our authorized

Code of Professional Standards and Ethics. We recommend that a committee of three be appointed by the Executive Committee of the State Teachers' Association to investigate charges or reports of violation of this Code of Ethics as heretofore set forth, and to render to the Executive Committee a decision sustaining the said charges or reports or exonerating the teacher. This committee shall be appointed at the written request of any teacher desiring to charge another teacher with the violation of the Code of Ethics. We further recommend that the results of such investigation on the part of said committee shall be published in our authorized paper, *The School and Community*; provided this act of publication receive a majority vote of the Executive Committee of the Missouri State Teachers' Association." It should be definitely understood that this section applies to teachers who are members of this association. If a complaint is made by a teacher which involves board members or citizens of a community such complaint should not receive any consideration on the part of this committee.

It is the opinion of your Committee that our most pressing need, at the present time, is one of education within the teaching membership of our Association. It is incumbent upon all professionally and ethically-minded teachers to stress the importance of "living-up" to this code and to undertake to improve the ideals of many of those now engaged in the teaching profession.

We believe that the great body of Missouri teachers are sincere; that these members have acquainted themselves with the ideals and standards of our present code and are striving as individuals to "live-up" to its tenets; but there is still a need for a greater group consciousness which will force out of our profession that fringe of unscrupulous individuals who violate our professional code to secure personal advantage.

Therefore, the Committee recommends, again, that County Superintendents and City Superintendents check the teachers under their supervision and see that a copy of our present code is in the possession of all teachers within their jurisdiction.

The Committee recommends also that our present code be made a part of the curricula of all teacher-training institutions within the state in an effort to acquaint teachers-in-training with the standards and ideals of Missouri's teachers.

Respectfully submitted,

O. J. Mathias, Chairman.  
M. A. O'Rear,  
Mrs. Julia C. Mason.

CONSOLIDATED STATEMENT OF RECEIPTS AND DISBURSEMENTS  
TOGETHER WITH BUDGET

## MISSOURI STATE TEACHERS' ASSOCIATION

Approved by Assembly of Delegates, Nov. 13, 1929.

## AUDITOR'S REPORT

THOMPSON-WILLIAMS &amp; CO.

Public Accountants and Auditors.  
Columbia, Missouri

August 10, 1929

Executive Committee

Missouri State Teachers Association  
Columbia, Missouri

Gentlemen:

In accordance with our engagement we have made an audit of the books and records of your Association for the period from July 1, 1928 to June 30, 1929, inclusive. We submit herewith our report, consisting of the following Exhibits and Schedules, subject to the comments made thereon:

Exhibit A-1 Association Fund Balance Sheet.

Exhibit A-2 Association Fund Receipts &amp; Disbursements.

Exhibit B-1 School &amp; Community Fund Balance Sheet.

Exhibit B-2 School &amp; Community Fund Receipts &amp; Disbursements.

Exhibit C-1 Reading Circle Fund Balance Sheet.

Exhibit C-2 Reading Circle Fund Receipts &amp; Disbursements.

Exhibit D Group Insurance Fund Receipts &amp; Disbursements.

Schedule I Association and S. &amp; C. Bank Reconciliation.

Schedule II Reading Circle Fund Bank Reconciliation.

Schedule III Group Insurance Fund Bank Reconciliation.

Schedule IV School &amp; Community Fund Accounts Receivable.

Schedule V Reading Circle Funds Accounts Receivable

Schedule VI Reading Circle Fund Accounts Payable.

We believe that this report, as set forth in the following pages, reflects the true financial condition of the Missouri State Teachers Association as of June 30, 1929; and is in accordance with the books and records as presented to us.

Respectfully yours,

THOMPSON-WILLIAMS & COMPANY.  
By A. G. Thompson.

## EXHIBIT A-1

## MISSOURI STATE TEACHERS ASSOCIATION

## BALANCE SHEET

## ASSOCIATION FUND

June 30, 1929

## Assets

Current Assets:	
Boone County National Bank	\$ 159.45
Exchange Nat'l Bank (Revolving Fund)	329.32
Due from Group Insurance Fund	189.00
 Total Current Assets	 \$ 676.77

Fixed Assets:	
Real Estate:	
Lot	\$ 7,500.00
Additional Lot	4,415.50
Driveway	792.32
	\$12,707.82
Building	\$55,041.85
Less Reserve for Depreciation	1,100.84
	53,941.01
Furniture & Fixtures	\$ 2,549.52
Less Reserve for Depreciation	245.18
	2,304.34
Automobiles	\$ 262.00
Less Reserve for Depreciation	65.50
	196.50
Total Fixed Assets	69,149.67
Total Assets	\$69,826.44
Liabilities	
Current Liabilities:	
None	
Net Worth:	
Association Investment	\$69,826.44
Total Net Worth	\$69,826.44
Total Liabilities & Net Worth	\$69,826.44
EXHIBIT A-2	
MISSOURI STATE TEACHERS ASSOCIATION STATEMENT OF RECEIPTS & DISBURSEMENTS ASSOCIATION FUND	
For Year Ending June 30, 1929	
Receipts:	
Dues	\$32,188.80
Life Memberships	180.00
Commissions on Group Insurance	2,198.00
Warrants Cancelled	303.20
Miscellaneous Income	185.69
School & Community Fund	9,215.93
Reading Circle Fund	2,000.00
Total Receipts	\$46,271.62
Disbursements:	
Real Estate—Additional Lot	\$ 3,865.50
Furniture & Fixtures	195.48
Salaries	5,006.34
Traveling Expense	643.70
Printing	865.01
Postage	1,408.50
Telephone & Telegraph	603.95
Light & Water	224.34
Executive Committee Traveling Exp.	1,104.77
General Expense	677.64
High School Course of Study	190.90
Community Association Refunds	4,354.80
District Association Refunds	11,335.00
Badges	38.84
Insurance	320.02
Group Insurance Expense	361.30
Missouri Association Dues	40.00
Program Talent	4,676.02
Program Expense	1,170.63

## SCHOOL AND COMMUNITY

Departmental Expense	204.45
Resolutions Committee	61.70
Auditing Expense	492.50
Legislation	3,620.73
Retirement Fund Committee	125.45
N. E. A.	531.27
Building Fund	255.50
Larger Revenue	908.54
Keeper of Building	770.00
Auto Transfer Fund	296.90
Amendment #1 Fund	300.00
World Federation	850.00
Coal Fund	250.30
Teacher Training Trip	137.84
Lawn Fund	80.50
Spelling Contest	100.00
Reading Circle Fund (Warrant 67)	43.75
 Total Disbursements	 \$46,112.17
 Excess Receipts Over Disbursements	 \$ 159.45
Balance as of 7/1/28	xx.xx
 Balance as of 6/30/29	 \$ 159.45

General Expense	1,044.57
Paper, Printing & Freight	11,554.45
Service Bureau of Teachers Ass'n	165.75
Association Fund	9,215.93

Total Disbursements 30,440.52

Excess Receipts Over Disbursements	\$ 499.87
Balance as of 7/1/28	717.12
 Balance as of 6/30/29	 \$ 1,216.99
 Total	 \$ 1,216.99

## EXHIBIT C-1

MISSOURI STATE TEACHERS ASSOCIATION  
BALANCE SHEET

## READING CIRCLE FUND

June 30, 1929

## Assets

Current Assets:	
Boone County Trust Company	\$ 5,769.42
Accounts Receivable	4,100.21
Inventory	2,302.14

Total Current Assets \$12,171.77

## EXHIBIT B-1

MISSOURI STATE TEACHERS ASSOCIATION  
BALANCE SHEET

## SCHOOL &amp; COMMUNITY FUND

June 30, 1929

## Assets

Current Assets:	
Boone County National Bank	\$ 1,216.99
Accounts Receivable (Advertising)	4,511.93
 Total Current Assets	 \$ 5,728.92
 Fixed Assets:	
Addressing Machine	\$320.00
Less Reserve for Depreciation	32.00
	\$ 288.00
 Furniture & Fixtures	 \$948.26
Less Reserve for Depreciation	92.17
	\$ 856.09
 Total Fixed Assets	 1,144.09
 Total Assets	 \$ 6,873.01

## Liabilities

Current Liabilities:	
None	
Net Worth:	
School & Community Investment	\$ 6,873.01
Total Net Worth	\$ 6,873.01
 Total Liabilities & Net Worth	 \$ 6,873.01

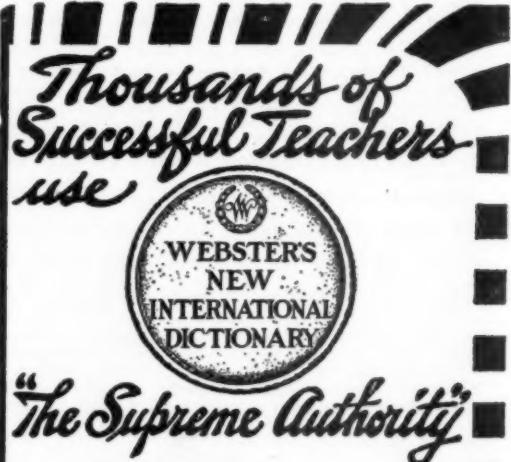
## EXHIBIT B-2

MISSOURI STATE TEACHERS ASSOCIATION  
STATEMENT OF RECEIPTS & DISBURSEMENTS  
SCHOOL & COMMUNITY FUND

For Year Ending June 30, 1929

Receipts:	
Dues	\$13,795.20
Advertising	16,830.19
Miscellaneous Income	315.00
 Total Receipts	 \$30,940.39

Disbursements:	
Furniture & Fixtures	\$ 53.03
Salaries	7,216.33
Traveling Expense	370.67
Postage	819.79



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<b>Fixed Assets:</b>	
Furniture & Fixtures	\$ 1,162.95
Less Reserve for Depreciation	102.39
Total Fixed Assets	1,060.56
Total Assets	\$13,232.33

**Liabilities**

<b>Current Liabilities:</b>	
Accounts Payable	\$ 588.62
Total Current Liabilities	\$ 588.62
<b>Net Worth:</b>	
Reading Circle Investment	\$12,643.71
Total Net Worth	12,643.71
Total Liabilities & Net Worth	\$13,232.33

**EXHIBIT C-2**

MISSOURI STATE TEACHERS ASSOCIATION  
STATEMENT OF RECEIPTS & DISBURSEMENTS  
READING CIRCLE FUND

For Year Ending June 30, 1929

**Receipts:**

Cash Sales & Accounts Receivable	\$77,349.01
Less Returns & Allowances	906.91
	\$76,442.10
Commissions	409.61
Bank Interest	584.38
Association Fund (Warrant #67)	43.75
Total Receipts	\$77,479.84

**Disbursements:**

Furniture & Fixtures	\$ 278.05
Book Purchases	64,600.69
Printing	1,096.79
Postage	2,062.00
Salaries	6,807.34
Freight & Drayage	903.49
Board Expense	84.00
General Expense	395.70
Insurance	15.23
Association Fund	2,000.00
Total Disbursements	78,243.29
 Excess Disbursements Over Receipts	\$ 763.45
Balance as of 7/1/28:	
Boone County Trust Company	\$ 5,329.02
Farmers Trust Company	1,203.85
	6,532.87
Balance as of 6/30/29	\$ 5,769.42

**EXHIBIT D**

MISSOURI STATE TEACHERS ASSOCIATION  
STATEMENT OF RECEIPTS & DISBURSEMENTS  
GROUP INSURANCE FUND

For Year Ending June 30, 1929

**Receipts:**

Insurance Premiums	\$53,544.50
Total Receipts	\$53,544.50

**Disbursements:**

American National Insurance Co.	\$47,578.50
Missouri State Teachers Ass'n	2,198.00
Refunds	154.00
Total Disbursements	\$49,930.50

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Excess Receipts Over Disbursements	3,614.00
Balance as of 7/1/28	651.00
Balance as of 6/30/29	\$ 4,265.00

## Note:

This balance is made up as follows:	
Cash in Office	344.00
Cash in Bank	3,921.00
	\$ 4,265.00

There is due the American National Insurance Company for premiums received from the policy holders and not yet turned over to them the amount of \$4,076.00; and there is due the Missouri State Teachers Association for commissions on policies the amount of \$189.00. This will exhaust the fund, as the receipts from premiums on insurance policies are just equal to the premium due the insurance company plus the commission to the Association; all expenses being taken care of by the Association.

## COMMENTS

At the present time there are 2,495 policies in force, making a total of \$9,065,000.00 insurance.

Premiums on new policies obtained during the year amounted to \$24,436.50, while premiums on renewals were \$29,108.00; making a total of \$53,544.50 received by the department.

There has been paid on death claims during this year \$55,000.00, as compared with \$20,000.00 paid last year. On June 30, 1929 there were additional claims of \$4,000.00 in the course of settlement.

In addition to this, claims on account of total disability to \$10,000.00 were paid this year.

## SCHEDULE I

MISSOURI STATE TEACHERS ASSOCIATION  
BANK RECONCILIATION

## ASSOCIATION AND SCHOOL &amp; COMMUNITY FUNDS

June 30, 1929

Balance per Books—7/1/28	\$ 717.12
Add: Deposits to 6/30/29	
Association Funds	\$74,906.64
School & Community Funds	30,964.39
	105,871.03
Total Accountable	\$106,588.15
Deduct: Warrants Drawn to 6/30/29	
Association Funds	\$48,228.94
School & Community Funds	56,982.77
	105,211.71
Balance per Books—6/30/29	\$ 1,376.44
Add: Outstanding Warrants	3,595.58
Balance per Bank—6/30/29	\$ 4,972.02

## SCHEDULE II

## MISSOURI STATE TEACHERS ASSOCIATION

BANK RECONCILIATION  
READING CIRCLE FUND

June 30, 1929

Balance on Hand—7/1/28	\$ 5,329.02
Add: Deposits to 6/30/29	81,451.24
Total Accountable	\$86,780.26
Deduct: Checks to 6/30/29	81,010.84
Balance per Books—6/30/29	\$ 5,769.42
Add: Outstanding Warrants	3,046.82
Balance per Bank—6/30/29	\$ 8,816.24

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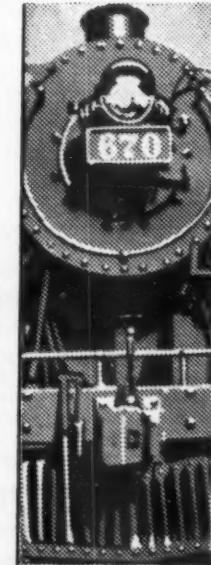
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## SCHEDULE III

## MISSOURI STATE TEACHERS ASSOCIATION

## BANK RECONCILIATION

## GROUP INSURANCE FUND

June 30, 1929

Balance per Books—7/1/28	\$ 651.00
Add: Deposits to 6/30/29	53,200.00
Total Accountable	\$53,851.50
Deduct: Warrants Issued to 6/30/29	49,930.50
Balance per Books—6/30/29	\$ 3,921.00
Add: Deposits of July—1929	3,826.00
	\$ 7,747.00
Deduct: Warrants of July—1929—Cashed	7,418.00
Balance per Bank—6/30/29	\$ 329.00

## SCHEDULE IV

## MISSOURI STATE TEACHERS ASSOCIATION

## ACCOUNTS RECEIVABLE—SCHOOL AND COMMUNITY FUNDS

June 30, 1929

Following this head is an itemized statement of accounts receivable.

Net Accounts Receivable—S. & C. \$4,511.93

## SCHEDULE V

## MISSOURI STATE TEACHERS ASSOCIATION

## ACCOUNTS RECEIVABLE—READING CIRCLE FUND

June 30, 1929

Following this head is an itemized statement of accounts receivable.

Net Accounts Receivable—R. C. \$4,100.21

## SCHEDULE VI

## MISSOURI STATE TEACHERS ASSOCIATION

## ACCOUNTS PAYABLE READING CIRCLE

June 30, 1929

Following this head is an itemized statement of accounts.

Total Reading Circle Accounts Payable \$588.62

## ESTIMATED BUDGET M. S. T. A. FOR THE YEAR

BEGINNING JULY 1, 1929 AND ENDING

JUNE 30, 1930

## Estimated Resources 1929-30

Cash in Banks, June 30, 1929 (Real)	\$ 7,474.18
Enrollments (Estimated)	46,000.00
Advertising in S. & C. (Estimated)	17,500.00

Group Insurance (Estimated)	3,000.00
Interest on Deposits (Estimated)	500.00
R. C. Sales (Estimated)	75,000.00
R. C. Inventory—Books on hand June 30, 1929	
that have been paid for	2,302.14
Due on Advertising June 30, 1929	4,511.93
Due on Book Sales, June 30, 1929	4,100.21

**Estimated Expenditures 1929-30** \$160,388.46

1. Association	\$ 41,290.69
2. School and Community	21,275.00
3. Reading Circle	74,400.00
Unappropriated	23,422.77

\$160,388.46

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## 1. ASSOCIATION

Estimated Budget for 1929-30

Salaries	\$ 5,000.00
Travel Expense	1,000.00
Printing	900.00
Executive Committee	1,200.00
Postage	1,500.00
Telephone & Telegraph	600.00
General Expense	700.00
District Association Refunds	11,500.00
Community Association Refunds	4,600.00
Badges	50.00
Fire Insurance	250.00
Missouri Assn. Dues	40.00
N. E. A.	600.00
Furniture and Fixtures	100.00
Sources Larger Revenue	200.00
Program Talent	6,000.00
Program Expense	1,200.00
Department Expense	250.00
Legislation	1,000.00
Committee Resolutions	90.00
Missouri Press	30.00
Auditing Expense	290.00
Committee on Salary and Tenure	200.00
High School Course of Study	957.84
Group Insurance	250.00
Conl	300.00
Light and Water	250.00
Keeper of Building	900.00
Air Trip President to District Meetings	350.00
Auto Transfer	300.00
Lawn Fund	50.00
World Federation	100.00
Built-in Book Cases	232.82
	\$41,290.69

## 2. SCHOOL AND COMMUNITY

Salaries	\$ 7,300.00
Travel Expense	600.00
Service Bureau	200.00
Postage	900.00
General Expense	1,100.00
Paper, Printing and Freight	11,000.00
Drayage and Storage	75.00
Furniture and Fixtures	100.00
	\$21,275.00

## 3. READING CIRCLE

Book Purchases	\$62,500.00
Printing	700.00
Postage	2,000.00
Salaries	6,600.00
Freight and Drayage	700.00
General Expense	400.00
Insurance	25.00
Furniture and Fixtures	600.00
Returns and Allowances	100.00
R. C. Board Expense	200.00
R. C. Shelving	575.00
	\$74,400.00

MENDEL  
E.  
BRANOM'S

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